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Parish School Publicity

It must be assumed that the mission and purpose of the Catholic parochial school is so clearly defined and so well understood among the members of the Church that further discussion ought to be superfluous. And yet it must be deemed expedient to set forth from time to time the sacred trust which is upon the Church in the care and training of the youth and the supreme objective aimed at.

Thus, those in charge of the parochial schools are concerned not only with the problems of their operation and maintenance but also with the mode and manner of recruiting them. The mind, the heart, and the conscience of the parent must be reached. His faith must be stimulated, the obligations to his child must be brought into recognition, a coöperative interest in the school and its labors must be awakened.

In contemplating the scope, function, and operation of the parochial school the CATHOLIC SCHOOL JOURNAL has consistently borne in mind the fact that the element of publicity cannot be ignored. The parish-ioner must be informed of the activities, the objectives, and the services of the school. He must be impressed with the knowledge that the parochial school not only prepares the youth for the battle of life, but also strengthens his moral character, and concerns itself above all in his spiritual welfare.

Thus, the columns of the CATHOLIC SCHOOL JOURNAL in rendering service to the Catholic parochial schools, aims to fire their administrators and instructors with that zeal and ambition which gives direction and momentum to the sacred undertaking and which contemplates the publicity-side of things as a part of the school program.

The Editor



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The CATHOLIC SCHOOL JOURNAL

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Why Not a Course in Appreciation of Religion?

Sister M. Ignatia Wiesner, O.S.F.

Editor's Note. We gladly print this article because it is touched by great beauty of soul, finding expression in a beautiful literary style. It will promote "human love for Divine Loveliness" because the author has it in an exceptional degree. "Spirits are not finely touched but unto fine issues." By all means read the article now.

COURSES in appreciation are multiplying. Why not a course in appreciation of religion? The answer is simple: no such course is needed. The teaching of a subject so vitally tremendous and so tremendously vital, should never lack that life and warmth and stimulation that makes for the finest appreciation. And this type of teaching religion should begin at the beginning and continue till the end. The primary teacher ought to aim at appreciation; the intermediate teacher ought to have that end in view; but above all, should the teacher of high-school students have in view to bring about that intense appreciation of religion that will carry over into intense, enthusiastic action. The plea of this paper, therefore, is not for a course in appreciation, but rather for a method of teaching religion, from start to finish, that will include in its objectives, a whole-hearted, intelligent, and enthusiastic appreciation.

Enriching Our Teaching

The plea, then, is not for an enriched course, but for the enriched teaching of the highest beauty and the highest truth, our holy religion. It is a plea to bring to the teaching of religion all the possible aids that for decades have been brought to the teaching of the other subjects in the curriculum: art pictures and music; dramatics, debates, recitations, programs, and readings; constructive artwork and projects; supplement-

tary reading of the best prose and poetry that will illustrate the subject in hand. It is a plea to reach out into practical life for illustrative material that may be drawn into the class discussion, and for practical assignments that may again reach out into life after the classroom work is done.¹ It is a plea, finally, to eliminate from the classroom procedure the attempt to drill the memory to retain, and a glib tongue to give forth, a series of words beyond the ken and interest of the students; and (this ought to be classed among crimes punishable with life imprisonment "out of" the classroom) the use of a kind of military force to make the dull method carry over into action. Can anyone imagine the gentle Christ forcing Peter to follow Him, or forcing the little tax-collector to come down from the sycamore? In both there was an eager, loving haste that belied all means of force. Christ's method never was that of the storm and the whirlwind; it was rather that of the gentle zephyr. He made a Peter and a Zacheus see the truth in such a way that their wills were anxious to act according to it.

Appreciation in the Youth

Granted, that appreciation should be an objective at all levels of the teaching of religion, it should particularly be so at the high-school level.

To illustrate: To link up the study of nature with the study of religion, is so self-evident, that it is almost a commonplace. Most children, properly directed can

¹These standards are illustrated on a comprehensive scale on the elementary-school level in the Chicago Curriculum in Religion which may now be had in pamphlet form.

be taught to love and appreciate the beautiful in nature. But it is in the adolescent period "that the capacity to appreciate beauty in all its forms makes the most marked advance. The disposition to respond to the charm of the beautiful is greatly quickened. . . . External nature awakens an interest not previously felt. The flora and the fauna, the sky, the woods, the winds and waters, storm, sunshine, and the procession of the seasons, exert upon the soul a mystic and potent fascination."² Why not use this "mystic and potent fascination" as an aid toward appreciation? Why not throw out a challenge to a group of high-school students to get up at 5:30 or 6:00 on a cool October morning to watch the sun rise over Lake Michigan? The experience can well be drawn into the class discussion on the Creator of all beauty. From natural beauty it is a short step to spiritual beauty, beauty of soul and of character—all, of course, for the love of God, and because "*I want to be Christlike.*"

It all sounds airy and—well, not like the kind of teaching that makes for definiteness and strength, that would make a boy or girl say "No" in time of temptation, or bring sacrifices for the sake of religion. And it may be further argued that these "newly awakened artistic enthusiasms are short-lived, at least in their intenser forms." Granted, but "the enthusiasms did awaken, and thrilled the soul and gave new interest to life, even though but for a time."³ And this enthusiastic love for nature, at the time, can very easily be directed into the strong channels of practical love for the Creator of nature's beauties.

Once in this channel, there is little difficulty in directing the will energies toward action. After an animated discussion on the coloring, the change of cloud-outlines and etchings, the reflections in the lake, in fact, the whole loveliness of an October sunrise, the discussion might center about the idea that the Divine Artist created this scene (one of millions) on nature's canvas, for no other reason than that He delights to give pleasure to the children of men. And the price of the picture? *Human love for divine loveliness!*

Practical Application

Then comes the practical application. "Do I truly love God?" Most children will insist that this does not require much thought. It is for the teacher to insist that it does need proof, however. And the assignment may be the practice of a specific act to prove that a student loves God. For instance, "Give up seeing a movie this week, and instead, spend the evening reading some book treating of the joys of the inner life; for instance, Sister Eleanore's *Talks With Our Daughters* in which she says: 'After all, is it not a greater thing to live a life that is a poem than merely to write poetry? And that artistic achievement is within your reach. . . . The humblest saint on the long list of the sanctified is a greater poem than Dante's *Divina Com-*

media; the easiest road to martyrdom is far more dramatic than Shakespeare's *Macbeth*; all the splendors of the *Idylls of the King* pale before the triumphant chastity of St. Agnes.'" The sacrifice of the evening will be forgotten in the beauty of the book; the thought of the author, well stated, will beget thought in the reader, and will move the will to action. The book read should be drawn into the class discussion, and ways and means of "living a beautiful poem for God" be suggested.

The next step might be an assignment to write a short bit of poetry or an essay, giving expression to some of the emotions suggested or awakened either while reading, while viewing the sunrise, or during the class discussion. And what high-school student does not enjoy giving expression to his emotions? True, some may say they hate it, but that is usually for lack of something to say. Here is a definite emotional reaction to a definite situation. In this religion lesson they have all ready-made the finest material for a little lyric.

The class might be concluded with the following prayer, "To Become a Living Poem, or Learning Christ."

Teach me, my Lord, to be sweet and gentle in all
the events of life—
in disappointments,
in the thoughtlessness of others,
in the insincerity of those I trusted,
in the unfaithfulness of those on whom I relied.

Let me put myself aside,
to think of the happiness of others,
to hide my little pains and heartaches,
so that I may be the only one to suffer from them.

Teach me to profit by the suffering that comes
across my path.

Let me so use it that it may mellow me
not harden nor embitter me;
that it may make me patient, not irritable;
that it may make me broad in my forgiveness,
not narrow, haughty, and overbearing.

May no one be less good for having come within my
influence, no one less pure, less true, less kind,
less noble for having been a fellow traveler in our
journey toward Eternal Life.

And as I go my rounds from one distraction to another,
let me whisper from time to time a word
of love to Thee. May my life be lived in the
supernatural, full of power for good, and strong
in its purpose of sanctity.

Amen.

Learning From Nature

So, then, appreciation is not a vague, dreamy, sentimental attitude toward religion. It is something very, very definite, something based on common-sense psychology, something wholly in accord with the "know, love, and serve" of the question of the catechism.

The students have obtained first-hand knowledge, through personal experience, of an interesting and beautiful phenomenon in nature. They have learned the Source of it, and the reason for it. They have learned

²Tracy, Frederic, Ph.D., *The Psychology of Adolescence* (Macmillan, 1925), p. 150.

³*Ibid.*, pp. 150-151.

where they fit into the whole scheme. But what is most essential, they have learned it in a way that utilized those very powers of adolescence that can and easily do lead them astray. They have been led to an intelligent understanding, a whole-hearted love, and a whole-willed doing of the "things that please God."

And is not that the very purpose of the teaching of religion? Knowledge is much, and love is more, but what are they both unless they culminate in action?

Besides nature, there are the fine arts that may be called into play in the teaching of religion. When the lesson of May or October centers about the Mother of God, what a wealth of music, poetry, painting, are available to satisfy the natural longing for beauty, and from the natural, the soul may be led into the higher realms of the beauties of the supernatural.

Let Music Help

Why not begin the lesson with a violin selection of Gounod's *Ave Maria*, or one of the well-known hymns in honor of the Blessed Mother? "Music gives repose, like prayer or the presence of friends, because it satisfies the heart. The mind is prosaic; the soul poetic and musical. . . . 'The soul,' said Joubert, 'sings to itself of all beauty.' Silence is golden only to those who have power to hear divine melodies—songs of angels and symphonies of heaven. Song is the voice of prayer, which is the breathing of the soul in God's presence. . . . God is essential harmony, the works of His hand are harmonious, His great precept is love, which is the source and soul and highest expression of harmony. The soul that loves sings for joy and gratitude."⁴ And the class that has begun with song is more likely to be in a receptive mood to accept and ponder lovingly the doctrine of the Incarnation and the Virgin Mother. And those songs learned under such conditions, with few exceptions, will go into life with these students. It will take but a word, a picture, a statue, a bit of melody, to call up these memories, to bring to the mind vividly, lessons learned, resolutions taken, consequent failure, perhaps, and, who knows, new resolutions of amendment.

That these songs become part of everyday life was well illustrated at a recent outing of a group of high-school girls. It was an ideal autumn day, and a group of thirty went out into the country to pick thorn apples. The crowd was hilarious; they romped and found thorn apples and did full justice to a plentiful luncheon. They were a healthy, fun-loving crowd, apparently without much spirituality that was noticeable on the surface. However, while trudging tiredly toward the cars that were parked near a little country church, someone suggested, "Let's sing." The whole group, almost spontaneously, entered the church, decided in the vestibule what they would sing, and in a few minutes they were lined up at the foot of the altar of Our Lady, singing "Mother dearest, Mother fairest." And when they

rehearsed that trip for the benefit of others, that final detail was never omitted. It was considered a happy and worth-while detail of their outing.

When a group from the same school went out camping, one wrote back to her teacher, "When it just begins to get dark, we sing the Blessed Virgin hymns we used to sing at school." Need one fear the evening amusements that will follow the singing of the hymns?

But can these hymns not be taught and sung at the regular singing period? Why bring them into the religion class? The question may be answered with another question. Will not these hymns, sung happily and heartily, be much more meaningful if a religious instruction follows immediately upon the singing? And will not the instruction be the richer for the singing of the hymn before the class?

Nature and music, then, may be brought in, gracefully and tactfully (never dragged in or made the important part of the instruction) to help bring about a loving understanding and appreciation of religion that must needs go over into action.

Similarly, painting and literature may serve a powerful purpose. "The beauty of a poem, the beauty of a landscape, the beauty of a human face, the beauty of a human emotion, are all but various reflections of the Eternal Beauty, the Beauty we call God." And why should we teachers of religion not use these reflections of God's beauty to bring closer to Him the souls He created, to give to them that intimate, loving knowledge that will make them do the things that please Him.

What a lovely task is ours—the teaching of religion, the knowledge of it, the love of it, and the practice of it. Can anyone conceive a cut-and-dried routine method of teaching religion? Can such a method ever lead to whole-hearted appreciation? Some efforts have been made in the past toward bringing the teaching of religion to the same level as the teaching of other subjects; more efforts are being made at present; but ever so many more efforts are needed to bring it to the level it deserves, for that level should be so high that it takes us to the very gates of heaven itself.

For our holy religion should bring us there, should it not? But it should not bring us there alone, for our Lord and Master will ask, "Where are those whom I gave into your charge?" We owe it to them, we owe it to the dear Savior to put every bit of our soul power and energy into this soul-satisfying task of teaching an appreciation of religion.



MEANING OF EDUCATION

If education means anything, it means certain definite and fundamental knowledge concerning two problems: Why we are here and whither we are going. How many college graduates of non-Catholic colleges can answer these questions? And yet until these are answered there is no need of trying to answer any other. In other words, it does not matter so much if a child confounds Aristotle and Aristides, but it does matter if he confounds Christ and Krishna. It is not so important to be an expert on Greek syntax as it is to know even a few prayers. — Rev. Dr. Fulton J. Sheen.

⁴Spalding, Rt. Rev. J. L., *Religion and Art* (Chicago: A. C. McClurg & Co., 1925), pp. 41-45.

Learning By Doing: A Kindergarten Project

Sister M. Julia, O.S.F.

Editor's Note. The Boat Project described here was conducted by an experienced kindergarten teacher in a large parish school. From start to finish the children were intensely interested in the project. They secured the cooperation of parents and friends in the necessary research work. The pupils were 4 and 5 years old; the 5-year-old pupils attended school all day and the 4-year-olds attended only in the afternoon.

THE chief objectives of the kindergarten are to provide the child an opportunity for experiences that will stimulate his thinking, enlarge his concepts, develop responsibility, enrich his vocabulary, and furnish a readiness for reading which will insure understanding and interest in the first grade. The following description of a Boat Project will illustrate how all these objectives are attained.

A workbench, equipped with tools, had been donated to the kindergarten. This bench aroused the pupils' interest in the use of tools, and soon they were able to make simple objects, and before the year was over had constructed the furniture for their playhouse. The knowledge and experience with tools they had thus gained, prepared them for greater activity.

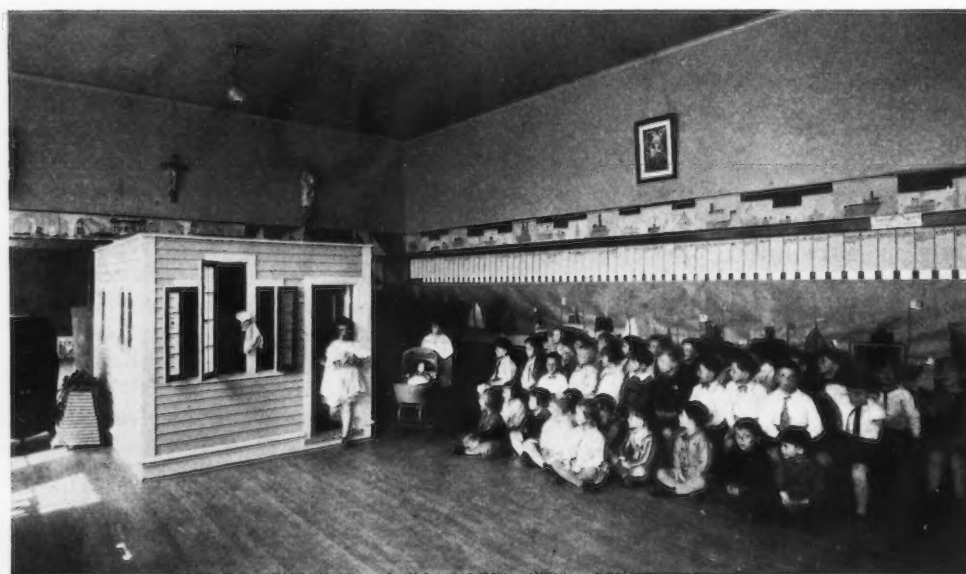
One day a toy boat was brought into the room and displayed. And as several of the children had been at the docks, and others had been on excursions, they showed keen interest in the toy and were eager to relate their experiences to the class. In the course of the discussion that followed, one bright lad suddenly

exclaimed, "Why can't we build a big boat?" And immediately one of the little girls chimed in, "And give all our dolls a boat ride."

For several days, the pupils brought other toy boats, and pictures of boats, and the daily conferences dealt with the various kinds of boats and the use of boats. Lantern slides on boats, life-saving stations, and light houses were shown.

Planning the Boat

After many ideas had been expressed the children finally decided to build a passenger boat and have it sail between their city and Chicago. The next step was to select a name for the boat. Twenty different names were suggested, many of which were names of birds. This was due to the fact that several recent conferences had emphasized the return of the birds and the description and names of various birds to be found near their home. The pictures of these birds were exhibited. The names suggested were written on the blackboard and voted upon by the class. "Bluebird" received the majority of votes. The actual construction of the boat and its size were next determined. We chose one section of the room in which to build the boat and deliberated over how much floor space we could spare. Committees were formed to build differ-



The Playhouse: A Center of Interest
The children had made furniture for the playhouse before the Boat Project was initiated. Note the boat pictures along the blackboard behind the group of children

ent parts of the boat. Some children preferring to work alone, chose their individual work. For example, one boy made the anchors, another the lifeboats, a third constructed a piece of furniture for the cabin. Each child brought the material needed.

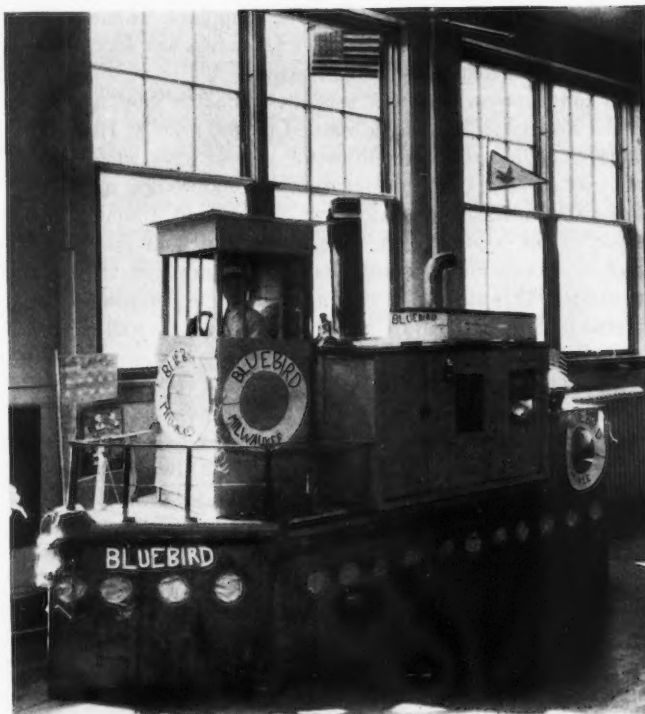
The sand table with an extension on one end for a prow and on the other end for a stern, formed the hold of the boat. On this was built the cabin and the pilot house. The funnel was made of stiff paper; the masts of laths. The hull of the boat covered with wrapping paper thumb-tacked around and painted, made the boat look almost waterproof. It required two months to complete this activity. We began in March and it was not torn down until June. Interest never wavered in it at all.

The Boat Takes Shape

Girls as well as boys carried into the kindergarten crates, packing boxes, and lumber. The seven leading ship carpenters were busy. They assembled the lumber as nearly as possible in the outline of a prow and nailed it to one end of the sand box. Next, the stern was added to the other end of the sand box. Boards were nailed across the top of the prow and stern, thus forming the forecastle and quarter decks. The cabin was made of two large packing boxes with holes sawed into them for doors and windows.

The pilot house had a small packing box for a foundation, to which four corner posts were fastened. Pieces of siding were nailed from one corner post to another, on three sides, to form the walls of the pilot house. Open spaces were left near the top to serve as windows. At the suggestion of one of the boys, narrow laths were nailed vertically over the open spaces. "Now," said he, "they look like many windows as a pilot house really has."

The masts went up next. They were two long laths. One was nailed in front and the other in back of the cabin. The grandfather of one of the little boys, a retired captain, who had spent sixty long years in the service of the navy both on the Great Lakes and at sea, was greatly interested in our boat project. Old age did not permit him to visit our kindergarten personally so he sent us all possible information through the boy's mother. We had great difficulty in placing the flags on our boat. This old captain drew a careful plan stressing the position of the masts and flags, and showing other important parts of a passenger boat, sailing on the Great Lakes. The children were delighted and were now doubly interested in the different flags of the boat. We learned that the American Flag must be attached to the tallest mast, the ship's flag, however, to the second mast, which was shorter and to the rear of the boat. The union jack was to be fastened at the prow, and another American Flag at the stern. If signal flags were necessary, they were to be placed under the Amer-



The Boat Made by Sister Julia's Kindergarten

ican Flag on the tallest mast. The flags were made of white paper and painted with calcimine paint. The stars were cut from white paper and pasted on the flags after they had been painted.

When the skeleton of the boat was completed the pasting and painting committees became busy. They covered the framework with brown paper and painted it. After the hull of the boat was painted, two little girls expressed their wish to paint the pretty round portholes on the boat. They succeeded very well without any help whatever.

Thinking and Coöperation

As the boat began to look real, the children wished to board the ship. Of course it was too high to step over the sides. In conference they talked of how passenger boats were boarded and found they needed a gangplank. In the course of the discussion they discovered the need of anchors, ventilators, and a funnel. The anchors were made of wood and painted. The ventilator was a length and knee elbow of a 4-inch stovepipe, painted and fastened to a board and then nailed on top of the cabin. In the same way the funnel was painted and nailed on the top of the cabin.

Meanwhile the gangplank, lifeboat, ticket-window, furniture, and other committees were at work. The dock and gangplank were made in the afternoon class. The painting of the ticket window was also done by the afternoon class.

The dock was very simple. Two long packing boxes were used and fastened together with cross boards. When finished, it was placed at the foot of the gang-

plank. A wide board was used for the gangplank. It had a railing on both sides, and also cleats across the floor, such as real gangplanks have.

A long narrow box was used by one little boy to make a lifeboat. To this he wanted to add a prow. He worked under great difficulties for several days without any success. One morning another boy brought his large toy rowboat to school and giving it to Jimmie said: "Look at this boat, Jim, and make your boat like it. You know, lifeboats look something like my rowboat." This aided him and in a short time Jim completed his lifeboat, "all by myself" as he proudly spoke of his share of work.

A great variety of new boat pictures were sent to the class and all were in looking at them. They noticed many things their boat needed to make it look real. Life-savers had not been noticed, but this time they made an impression and were added to the project. Some of the girls undertook this and made rings from white cardboard. The name of the ship and city were printed on them, and they were fastened to the outside of the boat.

When the boat was finally completed, and the play in it began, even the girls wanted to be captain. One small boy brought his sailor hat from home and it was to be worn by the captain of our boat. The other children decided they wanted hats, too; so in a conference hats were planned of white crêpe paper. Sailor collars were cut from newsprint with a blue stripe painted along the edge. Each child made a sailor hat and collar.

The class spoke considerably of sailors and their

life. They must be hardy men to endure their many hardships. The daily inspection held by the officers, to see that the men are clean and neat, was also talked about. The boat, too, must be kept clean, and the sailors must at all times do this work.

Sailor Songs and Games

This project grew from day to day and involved not only an interest in boats, but covered all the school subjects. The class rhythms were given over to sailors' activities: scrubbing the decks, rowing boats, sliding down poles, climbing ladders, and marching. One little boy suggested the playing of the band while marching as he saw the sailors do on one of the new boat pictures. Needless to say, the children were intensely interested in this sort of rhythm.

Some of the children joined hands and formed a boat in which the rest of the children rode, rocking or rowing to the rhythm of a boat song. They also played sailboats, gliding around the room, to some suitable music, using, their arms for sails. To some swinging music, the rhythm of the bell buoys was imitated.

At rest time "Baby's Boat" and "Silver Moon" were played on the Victrola. The children sang the following boat songs previously learned: "Lightly Row," "If I had a Little Boat," "Hollas Dann," "Come Ride in My Little Boat," "My Shadow Boat," "I Sail My Boat on a Tiny Sea," "Blow and Blow."

Boat whistles of different kinds of boats provided splendid exercises for matching tones — the high singing of "toot" rapidly of the tug boat; the high tones



*The Library Corner: A Center of Interest
During the Boat Project the children compiled an interesting boat scrapbook*

singing "toot" twice of the ferry; low deep tone singing "toot" once of the passenger boat. Since our boat was named after a bird, many bird songs and bird calls were introduced into the project.

At religion hour, the story of Noah's Ark, adapted from the Bible, was told and discussed, also the story Jonah and the Whale, Christ preaching from a boat, the calling of His first disciples (fishermen), Christ asleep in a boat during a great storm, Christ walking

upon the waters, and the miraculous draught of fishes. Thus even our religion class was correlated with this boat project.

When the parents came on school-visiting day each child pointed out the part of the boat he had made or helped to make and explained its purpose.

At the conclusion of the project the children were taken on a tour of inspection of a large passenger boat at the city docks.

The Supervisor Looks at the Teacher *Russell L. C. Butsch, Ph.D.*

Editor's Note. This is the second of three studies on the Personal Traits Related to Success or Failure of Teachers. In this second view presidents of school boards, superintendents of schools and other supervisors, and students of education look at the teacher. Whether the qualities are expressed in rating scales or as personal opinion, in either case these are the qualities sought. Look at yourself and see what you find.

A NUMBER of writers in the field of the characteristics of teachers have reported studies dealing with the opinions of professional educators, such as teachers and superintendents, and of others associated with the schools, such as school-board members and patrons of the schools. The first reported study of this character is that of Anderson (2)¹ in 1917. In this investigation, superintendents and presidents of school boards were asked to indicate their opinion as to the relative values to be assigned to fifteen factors or qualities to be considered in selecting teachers. Replies were received from 420 superintendents and 183 presidents of school boards. The table indicates the percentage of the total weight assigned to each quality by each group, and by both groups combined.

	<i>Super- inten- dents</i>	<i>Board Pres- idents</i>	<i>Both</i>
1. Scholarship and education	9.0	11.0	9.6
2. Discipline (governing skill)	8.6	10.2	9.0
3. Teaching skill or method..	9.0	8.7	8.9
4. Strength of personality...	8.2	7.6	8.1
5. Understanding of children.	7.6	6.9	7.4
6. Coöperation and loyalty..	7.4	7.2	7.3
7. Daily preparation.....	6.6	6.9	6.6
8. Enthusiasm and optimism.	6.6	5.7	6.4
9. Initiative and originality..	6.4	5.8	6.3
10. Poise or balance of mind..	6.1	5.8	6.0
11. Sympathy	5.7	5.0	5.6
12. General appearance	5.3	5.7	5.5
13. Vigor	5.0	4.7	5.0
14. Voice	4.5	4.1	4.4
15. Social qualities	3.8	4.3	3.8

King (9) in 1925 asked 92 city superintendents to rank in order of importance thirteen traits frequently

considered in rating teachers. The combined rankings are as follows:

1. Instructional skill or technique
2. Pupil achievement or teaching results
3. Initiative
4. Personal characteristics
5. Professional interest and growth
6. Discipline
7. Lesson preparation
8. Scholarship and training
9. Leadership
10. Executive ability
11. Spirit of coöperation
12. School management
13. School activity

Charters and Waples (3) as a part of the *Commonwealth Teacher-Training Study*, published in 1929, secured from every possible source a list of 2,800 trait actions of teachers. These trait actions were then translated into 83 traits, by competent judges, and the list of 83 was later telescoped to 25 traits. These 25 traits were then ranked by school administrators in accordance with their importance in five different types of teachers. The rank list of traits resulting is shown in the table.

<i>Traits</i>	<i>Senior H.S.</i>	<i>Junior H.S.</i>	<i>Inter- mediate</i>	<i>Kdg. Pri- mary</i>	<i>Rural School</i>
1. Adaptability	8	10	8	6	1
2. Attractiveness	17	14	9	10	15
3. Breadth of interest	1	10	11	15	2
4. Carefulness	11	13	9	14	12
5. Considerateness ..	17	3	1	1	3
6. Coöperation	11	9	14	16	3
7. Dependability	14	19	16	17	15
8. Enthusiasm	9	4	5	2	11
9. Fluency	23	24	25	23	25
10. Forcefulness	5	4	18	19	13
11. Good judgment ...	2	1	3	4	3
12. Health	16	16	12	10	9
13. Honesty	7	12	7	9	6
14. Industry	19	8	14	13	17
15. Leadership	4	7	19	21	8

¹Numbers in parentheses refer to the bibliography at the end of the article.

16. Magnetism	11	4	5	3	9
17. Neatness	20	16	13	4	18
18. Openmindedness ..	9	20	23	24	22
19. Originality	22	22	16	12	19
20. Progressiveness ...	23	23	22	20	22
21. Promptness	21	14	20	18	21
22. Refinement	14	20	2	8	13
23. Scholarship	5	16	21	21	20
24. Self-Control	2	2	3	6	6
25. Thrift	25	25	24	25	24

In 1929 Davis (5) summarized the replies of 148 superintendents concerning the qualities which they seek in teachers. The following qualities are arranged in order of importance, based on the replies.

1. Physical health and physical fitness
2. General and special preparation
3. Attitudes toward pupils, school, and community
4. Personal traits—personality, character, social traits, teaching techniques, discipline, etc.

In 1929 Jordan (7) reported the consensus of opinions of several groups on the relative value of certain traits in high-school teachers. Replies were received from 120 teachers, 100 supervisors, 60 school patrons in Indiana, and 60 school patrons in Pennsylvania. The following table gives the rank assigned by each group to each trait which was ranked twentieth or better by any group. In the last column are given the weighted rankings for all groups combined.

Trait	Teachers	Super- visors	Patrons Pa.	Patrons Ind.	Com- posite Rank- ings
Intelligent ...	1	2	1	2	1
Tactful	2	2	4	9	4
Healthy	3	5	—	11	11
Cheerful	4	15	3	7	3
Coöperative ..	5	4	21	14	7
Fair	6	3	2	5	2
Enthusiastic ..	7	6	17	20	10
Forceful	8	12	18	15	13
Progressive ...	9	10	19	13	14
Dependable ..	10	7	10	22	16
Patient	11	14	5	1	5
Prompt	12	9	6	3	9
Mentally active	13	21	16	25	20
High ideals of conduct	14	11	12	6	15
Alert	15	17	13	8	19
Interesting ...	16	18	15	16	6
Encouraging ..	17	19	8	4	8
Efficient in management.	18	16	36	31	29
Scholarly	19	25	30	33	28
Sympathetic ..	20	13	24	12	21
Open to sug- gestion	21	20	9	26	24
Neat	22	22	7	10	12
Industrious ...	23	8	11	—	17
Cheerful	24	23	20	24	18
Well-mannered.	29	35	14	19	23
Friendly	36	32	23	17	22
Loves learners.	41	41	34	18	40

Almy and Sorenson (1) in 1930 collected from 77 persons engaged in educational work lists of traits and

characteristics which they considered most important for teaching success. The twenty most frequently mentioned items were: resourcefulness, enthusiasm, leadership, coöperation, trustworthiness, honesty, fairness, sympathy, tact, patience, courteousness, love for children, progressiveness, poise, kindness, originality, good humor, helpfulness, promptness, foresight.

Traits Included in Rating Scales

Several writers have collected rating scales actually in use in city school systems and have tabulated the traits and characteristics included. The first published study of this type is that of Clarke (4) who, in 1918, examined 111 blanks, used either to select or to rate teachers. He found more than 600 different qualifications mentioned. The most frequently mentioned items were as follows:

1. Character traits (not listed elsewhere).....	175
2. Education and scholarship.....	121
3. Health and vitality.....	85
4. Appearance	65
5. Subjects candidate can teach best.....	63
6. Special preparation for teaching.....	61
7. Experience	46
8. Coöperation and loyalty.....	45
9. Salary desired or received in past.....	42
10. Physical defects.....	37
11. Character and moral influence	35
13. Professional growth and interest.....	33
15. Success in teaching.....	29
17. Personality (undefined).....	26
18. Interest in the community.....	26
19. Attitude toward and interest in children.....	25
21. Daily preparation	17
22. Interest in the life of the school.....	16

Kimball (8) in 1923 reported a study in which 54 rating plans were examined. The following teaching qualities are arranged in the order in which they were most frequently found in these blanks: technique, personality, professional attitude, management, professional growth, social attitude, scholarship, pupil reaction, health, and teaching results as shown by tests.

In 1923 Phillips (10) examined 22 rating scales, finding 55 different main divisions mentioned. He lists the main divisions of traits occurring with the greatest frequency:

1. Technique of teaching	22
2. Personal equipment.....	19
3. Social and professional equipment....	15
4. Attention to physical condition.....	12
5. Growth of teacher.....	9
6. Results	9
7. Discipline	3

King (9), in 1925, examined the rating blanks used in 103 cities, in 48 states. He arranged the traits in order, according to the frequency of mention. The most important were found to be as follows:

1. Technique of instruction	99
2. Personality	89
3. Classroom management	64
4. Teaching results, or pupil achievement	60
5. Professional attitude.....	59

6. Scholarship and professional training..	58
7. Class discipline	38
8. Coöperation	33
9. Daily preparation	32
10. Health, or vitality.....	29
11. Social service.....	28
12. Executive ability.....	19

In 1926 Dozier (6) examined the letters of reference written by 224 writers concerning teacher candidates. She arranged the general traits included in the order of number of times mentioned, as related to the total possible. The ranks on this basis for experienced and for inexperienced candidates were as follows:

Qualities	Experienced Inexperienced	
	1	1
Social qualities	1	1
Scholastic preparation.....	2	4.5
Character	3	2
Natural endowment.....	4	3
General professional qualities..	5	7
Personality	6	6
Intellectual capacity	7	4.5
Professional success.....	8	9
Conduct	9	8

Trow and McLouth (11) in 1929 examined 25 rating blanks and arranged the most important traits found, according to the frequency of mention.

1. Personality	19
2. Technique	18
3. Social efficiency.....	17
4. Scholarship	15
5. Skill in control.....	13
6. Personal appearance.....	12
7. School management.....	11
9. Teaching results.....	10
9. Health	10
9. Coöperative qualities	10

11. Professional growth.....	9
13. Professional attitude.....	8
13. Moral efficiency.....	8
13. Preparation	8
13. Leadership	8

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Geography and the Social Attitude Sister Julia, S.S.N.D.

THE social process is not only the product of the the learning process; it is the educative process itself," says Finney. "To enumerate and describe the groups with which a person associates is to indicate that individual's personality and character, but the old adage does not go to the bottom of the matter. The truth is that one is made by the company he keeps. The groups themselves in which one lives form the mold into which one's personality is poured."¹

The child has a different personality for each of the several groups in his environment — one for the family, another for the school, another for the great outdoors. As he passes from one of these places to another he assumes as many standards of judgments and emotions as he has environments.

The Complete Personality

The geography content lends itself especially to the function of uniting within the child these various influences of its various social environments. The school self and the self the child assumes when in touch with hill and river, flower and bird, insect and animal, playmate and group, the geography teacher aims to make identical. What hidden factor in our educational process makes the lad at his school desk so different from the boy we know outside the classroom? Quiet, absorbed, lacking in originality and interest, some boys, perhaps, would not be recognized by their own mothers in some of our modern geography classes. The restless lad, uncomfortable for the want of something worth while in school will find something outside to interest himself and others.

¹Finney, Ross, *A Sociological Philosophy of Education*, pp. 149-50.

The teacher is often surprised to find herself dealing with quite a different self after school hours. Pulling a few German coins out of his pocket the lad enthusiastically tells their history as he displays them before the admiring eyes of his teacher. What an interesting and meaningful lesson might be centered around those relics from the Great War days, and what secret power they might have to bring teacher and pupils together!

From the child's viewpoint the greatest waste in the classroom today comes from his inability to use the experiences he has outside the school in any "complete and free way" within the school itself; while, on the other hand, he is unable to apply to outside situations what he has learned inside. "That is the isolation of the school," says Dewey, "its isolation from life. When the child gets into the schoolroom he has to put out of his mind a large part of the ideas, interests, and activities that predominate in his home and neighborhood. So the school, being unable to utilize this everyday experience, sets painfully to work on another task and by a variety of means, to arouse in the child an interest in school studies."²

Daily Life and School

Some years ago a superintendent said that he found many children every year who were surprised to learn that the Mississippi flowing past their homes had anything to do with the one in their textbook. It must feel like a reincarnation to children to realize that the whole field of geography is nothing but a formal statement of the things they see, touch, and feel every day of their lives. Dewey makes no stronger indictment against our present school system than just this isolation of school life from daily life. He says:

When we think that we all live on the earth, that we live in an atmosphere, that our lives are touched at every point by the influences of the soil, flora, and fauna, by considerations of light and heat, and then think of what the school study of geography has been, we have a typical idea of the gap existing between the everyday experiences of the child and the isolated material supplied in such large measure in the school.³

The teacher, and the geography teacher in particular, will do well to ponder long upon this fact, before she takes the present artificiality of her classroom work as a matter of course or a necessity. Possibly geography can break this barrier between the great outdoors and the great indoors more effectively than any other one subject in the elementary school. Its entire content teems with life — past, present, and future. Geography teaches life, and herein lies the secret of its appeal to every child, provided it is taught by a real teacher.

What are the attitudes that the teacher hopes for as a result of social activities in the geography class? Foremost among these attitudes is the social attitude, a real interest in things living — plant, animal, and, above all, in one's fellow man. Then the doing of his daily task should result in a tolerant understanding —

adjustment to the pupil's environment, the development of the creative capacity, the spirit of intimate companionship, the practice of coöperative living, honesty in workmanship, service for others, respect for the rights of all, loyalty to the group, and the development of those superior qualities that make for leadership.

"The only trustworthy basis for social progress and the only guarantee of permanence," says Burnham, "is sound social training. . . . Nothing can take the place of actual social training in real and natural social groups."⁴ One essential article of a creed of education is a belief in the freedom to develop naturally, to be spontaneous, unaffected, and unself-conscious — to be oneself.⁵ And that the child can be while working with a group of children.

Develop a Social Attitude

Because geography deals with man's relations to his physical environment, it is ideally adapted to socialized work. Through the study of geography the child sees man in his socialized relations working with others to make a living from the earth directly or indirectly. Here he sees individuals coöperate, there he sees groups coöperate. Because of its varied and well-defined relations to everyday activities the geography content suggests rich material for socialized work. Then the socialization of the geography method will involve the organization of that subject matter in such a way that through the mastery of content, the pupils may secure positive training in social relations.

This training ought to include pupil responsibility for class activities including the suggestion of problems, assignment of work, the gathering of material, class procedure, and discussions. Teacher responsibility is just as great in socialized work as in that which is arbitrarily directed. Her aim, here, as director of children, is to awaken in them a desire to conduct themselves honorably as members of the social group.

The first step in the development of this social attitude is to create an interest in the group. To make the child a sharer in associated activity so that he feels its success as his success and its failure as his failure is one of the most important attitudes that depends upon the geography teacher for development. The child must work with others for a lifetime. Social interests can be developed only where there is a genuinely social medium — one in which there is a give-and-take in the building up of a common experience. Instead of a classroom set apart from life as a place for thirty or forty children to learn geography lessons, we want a miniature social group in which "study and growth are incidents of present-shared experience."⁶ By an "experience" Dewey means the sort of experience that presents itself outside of school; the sort of occupations that interest and engage the child's activity in ordinary life.⁷

We are hearing a great deal in the pedagogy of mod-

²Dewey, John, *School and Society*, p. 67.

³*Ibid.*, p. 68.

⁴*The Normal Mind*, p. 75.

⁵Rugg, Harold, and Shumaker, A., *The Child-Centered School*, p. 56.

⁶Dewey, John, *Democracy and Education*, p. 416.

ern days about experience, lifelike situations, and real life situations. The Curriculum Committee of the National Society for the Study of Education maintained that "maximum of lifelikeness for the learner" should be the first characteristic of any learning situation.⁸

Mental Growth of Child

A real life situation, however, does not mean one which could happen only outside the classroom, or the home life, the street life, and the play life of many a child is barren indeed. Does realness educationally mean, then, lifelikeness? Rugg does not think so. "The criterion," he says, "for judging whether a situation is a real one or not, should be the maximum growth of the learner rather than maximum lifelikeness for the learner."⁹

An activity like the weaving of handwork is a real life situation. But there are many other activities carried on by geography classes that do not possess that real, practical character. Take, for example, the construction of an Eskimo village. Clearly, this is not a village in the adult sense, but nevertheless a very real one in the child sense. It is a "play" village and is real to that degree of interest which the child takes in it. Realness then does not depend upon the number of physical, intellectual, or emotional situations of life that are brought into the geography class from outside, but upon the amount of interest which the child takes in the activity. The pivot upon which all learning centers is not the materials with which the child learns, but the attitude with which he enters upon learning. The *approach* is the thing, not the subject matter. This explains the reason for the existence of such activities in the geography curriculum as the study of poultry, milk supply, transportation, immigration, problems of international trade and industrial imperialism all of which are concrete situations and possess high qualities of real interest. This attitude of learning likewise explains the existence of such new types of approach as the project, the socialized recitation, and the open forum. To secure the best results from any one of these methods of approach the geography teacher will do well to keep its aim in view.

Using Group Activities

The greatest problem for the teacher of geography is to organize and relate geographic activities so that they will become a means for alert, systematic thinking as well as training in self-reliant and efficient social service. The project, the socialized recitation, the field trip and the game present typical problems to be solved by the child's personal reflection and experimentation in order that the acquiring of definite information may lead later to more specialized scientific knowledge.

There is, indeed, no magic by which the mere weav-

ing of a miniature rug or the making of a canoe will develop the thinking powers. The manner of carving a canoe may be taught in just as routine a fashion as learning the meaning of "peninsula," "island," and "continent" by definition. Knowledge alone will make no moral citizen, or an efficient wage earner. But intelligent and constructive planning in modeling, gathering and organizing of data, observational activities, and imitative reproduction will not only result in the acquisition of knowledge and skills of practical and scientific importance but, what is more significant to the child, in developing an attitude of experimental inquiry and critical judgment.

Observational activities which will give the children vivid experiences individually and with the group, and at the same time offer opportunities for solving social problems are many and varied. Excursions, motion pictures, "still" pictures, dramatized situations, objects and models collected for the school museum, drawings, cartoons, maps, and diagrams are typical activities in modern progressive methods of studying geography.

Imitative reproductions would include such activities as the actual making of butter; dyeing of cloth with dyes made from cranberries, spinach, or sumac; playing Japanese store, and so on. From such experiences some of which become as vivid to the child as the real situation, and from reflection upon them, the pupil obtains a wealth of ideas and meanings, which, in turn, can be enlarged and broadened by correlation with history, language, literature, and art.

In case of more important ideas which a pupil acquires, the teacher will endeavor to secure:

1. Clearness; that is, a good grasp of the meaning.
2. Vividness; that is, impressiveness, color, warmth of feeling in personal experience.
3. Organization; that is, association with related ideas, the lesser held subordinate to the larger ones.
4. Utility; that is, ability of applying to new situations, interpreting new experiences, and solving new problems.
5. Capability of recall; that is, ideas being so deeply impressed and associated with others that they can be recalled when needed.
6. Modification; that is, subject to change from new experiences.¹⁰

The above list of characteristics suggests the way the geography teacher must evaluate her teaching processes and devices in order to contribute the above qualities to the pupils' ideas of social life.

To attain these results the teacher may well bear in mind three fundamental psychological processes:

1. Appeal to some strong instinctive tendency in the children.
2. Provide them with vivid personal experiences.
3. Stimulate them to mentally enlarge and reflect upon these experiences from as many different angles, and in as many different connections as possible.

(To be continued)

⁸*Ibid.*, p. 781.

⁹The Twenty-sixth Yearbook of the National Society for the Study of Education, "The Foundations and Technique of Curriculum Making": Part II, The Foundations of Curriculum Making, p. 18. Public School Publishing Co., Bloomington, Ill., 1926.

¹⁰Rugg, Harold and Shumaker, A., *The Child-Centered School*, p. 105.

¹⁰Adapted from Parker: *Types of Elementary Learning*, p. 216.

Library Thoughts for Book Week

Sister Mary Virginia, S.C.N.

Editor's Note. The principal, the teachers, and the librarian will be interested in this article. It sets up a standard for library service and outlines the qualifications of a successful librarian. Here is shown the true spirit of the library—one of the finer things in the intellectual life.

TIMES have changed, and this change reflects itself as much, or even more, in the classroom, as elsewhere. We, as teachers, must change with the times, if we would keep apace in our work with modern methods of education. True, our common sense directs us to pay little attention to some of the modern fads and fancies that resemble the "get-rich-quick" experiments, yet wide-awake educators are not slow to adopt any, or all, sound pedagogical methods that make for efficiency in their teaching—anything that will help to lay a broader, deeper foundation for mental development and spiritual advancement for the individual.

An Educational Necessity

Now the school library lies at the very root of the new pedagogy of individual differences. It is the heart of any program of socialized effort and individual responsibility. The new curriculum now being forged in a thousand towns and cities cries for tools of learning which shall be as good in their fields as implements of modern industry are in theirs. As the world advances, the will to learn and the technique of learning are needed more and more by the masses. Now, if this new urge toward education as a lifelong project is to become general, the child must develop in the school library, attitudes, habits, and knowledge of intellectual resources which will lead him to use public libraries. Accordingly, one of the phenomenal developments in the field of modern secondary education has been the amazing increase in the number of high-school libraries. It has also necessitated a change in the viewpoint and methods of many libraries that were established under the old-school conditions. Hence it has been felt that just now there is a decided need for a formulation of the function which the library has in the school today.

Library Serves All

The library must, if it would become the center of many of the forces in the school, make for social efficiency and civic improvement. It must adapt itself to the purpose for which it is intended; namely, to satisfy the universal desire for a broader, deeper knowledge of the world and its people, past, present, and as far as possible of the world to come. It must be the helpful friend of every member of the science, art, history, and religion department, as well as of the various clubs, organizations, and societies that are affiliated with the school.

Let us now consider what factors are requisite for this healthy functioning. Since the library should be a commonplace to everyone, and to use it should be as natural when one needs news or knowledge, fiction or fact, as it is to use a car when one needs transportation, it should be conveniently and centrally located—usually on the second floor of the school. It should likewise be spacious, attractive, well regulated as to light and heat, and properly equipped with standard shelving and furniture.

Purchasing Books

We shall now consider the library proper—the books—and what constitutes a well-balanced school library. It must serve *its* school, each department, each course, each activity, each teacher, each child. It must vary, grow, develop—in order to serve, to support, to suggest lines of interest in the school. Accordingly, it asks for the most alert attention to the world situation, to the school world, and requiring from the librarian an open mind, faith in teachers and children and books. Each book purchased must serve in varying degree five purposes: it must supply books worn or withdrawn; must furnish duplicates needed to make library service adequate; it must give new books requested by teachers; it must provide material to fill in the weak, inadequate spots in the library; it must provide books to arouse interest in the children, and serve as lures to entice them into the fascinating land of adventure, romance, science, poetry—into the world's literature. When discussing the purchase of books, the question of funds naturally presents itself, and here the ingenuity of the librarian is required, since few of our schools can provide her with the necessary means to keep her library up to date in equipment, books, and magazines to satisfy the growing demands on our libraries each year. Advertising by means of attractive posters, some of which are the outcome of the pupils' enthusiasm, others obtained from the National Association of Book Publishers; addresses made in behalf of the library—its value, its use, and its needs—to the various associations of church and school interested in education; personal appeals for funds; and other devices such as entertainments, bazaars, or card parties will all help to solve some of the financial problems of the librarian.

The Librarian's Personality

The greatest factor in making the library function is the personality and character of its mistress, the librarian. She should have not only educational and professional training in cataloging, classifying, and in reference work, but she should be in touch with the world,

be sociable and impress her important position on the school in general, not by a superior or reserved air, but rather by a kindly, helpful attitude toward the teachers and pupils individually, thus giving and receiving their hearty recognition and coöperation throughout the year. She must display loyalty, tact, a sense of humor, initiative, enthusiasm, sincerity, patience, kindness, ability to discipline, and a spirit of fairness to all.

Her technical training should render her systematic, accurate, and orderly and should give her a sense of proportion as to the relative importance of the various parts of her work. Since she is to be called upon to furnish information on every conceivable subject, she must have a large fund of general information resulting from the cultivation of varied intellectual interests. She must know the works of the most recent as well as the oldest writers, and be able to criticize them soundly and intelligently, so that the patrons of her library will feel that they can rely upon her judgment and taste. As far as her actual personal service to the school is concerned, she is the book specialist for all departments, the auxiliary for every classroom in the school; the guide for recreational reading; the personnel worker in the matter of giving vocational advice; the dispenser of facts and information.

Her wide scope of work, in turn, offers remarkable opportunities for effecting much social and spiritual good among the young frequenters of her realm. This boy's reading tastes may be improved, that girl's ideals may be raised. By an unofficial suggestion, by a kindly criticism, a pointing out of some fine passages in a particular book, traits and fine qualities in biographical characters, incidents or struggles of heroes in others, the tactful librarian can assist young readers much in their solution of life's problems.

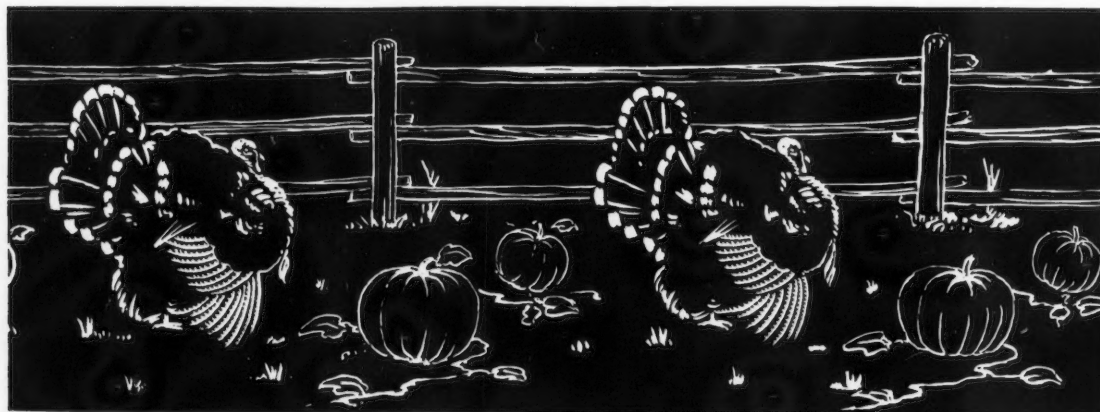
Securing Coöperation

Another indispensable factor in the functioning of the library is the coöperation of the teachers with the work of the librarian. A talk given by the librarian in faculty meeting is a good method of securing it. Here

she can outline her ideas of library service, give practical workable ways in which those ideals can be carried out in concrete situations, and point out ways and means by which the librarian and teachers can mutually assist each other. The coöperation of the student body is also desirable; and Book Week offers the librarian an opportunity to address the pupils and to solicit their aid in solving her various problems of discipline, care of books, etc. Here, too, she may tell them of the wealth of material, and the service which the library has to offer and which will contribute directly to the efficiency of their work. Indeed she will gladly render invaluable aid to their extracurricular activities—to the high-school debating league, their Crusade meetings, their programs for national days, their music or glee clubs, sports, etc.

In addition, if the librarian maintains a discipline involving a courteous consideration of the rights of all; if the library be made attractive with favorite books, delightful magazines, pretty posters, and catchy slogans; if its bulletin boards display enticing advertisements of its wares and timely news clippings; if potted plants or cut flowers and appropriate statuary lend artistic beauty to the room, and above all, if an atmosphere of sunshine and welcome greet the students, then indeed, the library has the proper setting to function well.

This ideal library will guide and direct the leisure reading of the pupil; it will solve the present-day problem of obscene, trashy, and worthless literature; it will give to pupils, through books, a knowledge of the world in its diverse forms; it will help them to discover their own creative abilities and aptitudes and make it possible for them to obtain vicarious experiences which will add to their apperceptive mass. Moreover, it will serve as the coöperating and correlating agency for the subject matter taught in the school, and will therefore be an adjunct to all the classrooms. It will likewise serve as the clearing house for all ideas, intellectual and æsthetic, as well as a center of the social and extracurricular activities in the school.



Blackboard Border Design for November by W. Ben Hunt

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph. D., LL.D., Editor

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Enriched Teaching in Religion

We call your attention editorially to the leading article this month, *Why Not a Course in Appreciation of Religion*, for its fine spirit and suggestiveness.

Sister Ignatia makes a distinction which we might do well to keep in mind. Her plea, she says, is not so much for an enriched course, but for enriched teaching. In the catechism undoubtedly are the "words of life," and consequently the school that teaches it has a sufficient content. A great deal of the contemporary dissatisfaction with the teaching of religion is directed not against the catechism itself, and certainly not against the content of the catechism. It is directed against the exclusive use of the catechism as determining not only the content of instruction, but the method of instruction. It is too narrow a range for the religious life and the spiritual formation of the young. It is too abstract a formulation for children who live in pictures and images, and who carry their meanings and abstractions in images. It is the rejection of great allies who have historically served the Church

and who should again, in all their creative richness and beauty and truth.

Sister Ignatia's plea is "to bring to the teaching of religion all the possible aids that for decades have been brought to the teaching of the other subjects in the curriculum—art pictures and music; dramatics, debates, recitations, programs, and readings; constructive artwork and projects; supplementary reading of the best prose and poetry that will illustrate the subject in hand. It is a plea to reach out into practical life for illustrative material that may be drawn into the class discussion, and for practical assignments that may again reach out into life after the classroom work is done. It is a plea, finally, to eliminate from the classroom procedure the attempt to drill the memory to retain, and a glib tongue to give forth, a series of words beyond the ken and interest of the students." It is a plea for what the Chicago curriculum in religion has organized into a cumulative, progressive, and living unity. It is the utilization of literature, hymns, liturgy, great pictures and other works of art, the sacraments, Catholic practices, the problems of life as aids to make the truth live in the day-to-day life of the child.

This enriched teaching of religion will still keep the doctrinal truth at the heart of it, but it will be a doctrine alive, motivating the life of men, stimulating "human love for Divine loveliness," and bringing nearer to everyone the Kingdom of God.

Catholic Action and American Education Week

The fundamental theme of American Education Week this year in Catholic schools will be Catholic Action. It will be a great service to Catholics and to non-Catholics if the Catholic school during Education Week, November 9–15, can make clear the relationship between Catholic Action and fundamental American liberty.

The Catholic school is peculiarly, as we have shown in these columns before, an institution consonant with the conceptions of fundamental liberty and American democracy as phrased by the Fathers. The defense and protection of the Catholic school is a part of the fundamental liberty of American democracy.

In the *Encyclical on Christian Education*, the Pope has very well pointed out the relationship that may be studied this week.

"Where this fundamental liberty is thwarted or interfered with, Catholics will never feel, whatever may have been the sacrifices already made, that they have done enough, for the support and defense of their schools and for the securing of laws that will do them justice.

"For whatever Catholics do in promoting and defending the Catholic school for their children, is a genuinely religious work, and therefore an important task of 'Catholic Action.' For this reason the associations which in various countries are so zealously engaged in this work of prime necessity, are especially

dear to our paternal heart and are deserving of every commendation."

There is a second specific mention of Catholic Action in the Encyclical emphasizing the importance and service of Catholic lay teachers. There is great need immediately for Catholic lay teachers in practically all levels of Catholic education. There is increasing recognition of the high service that lay teachers can render to the Catholic educational system. The Pope says in words that must be consoling to every Catholic lay teacher:

"Indeed it fills our soul with consolation and gratitude towards the Divine Goodness to see, side by side with religious men and women engaged in teaching, such a large number of excellent lay teachers, who, for their greater spiritual advancement, are often grouped in special sodalities and associations, which are worthy of praise and encouragement as most excellent and powerful auxiliaries of 'Catholic Action.' All these labor unselfishly with zeal and perseverance in what St. Gregory Nazianzen calls 'the art of arts and the science of sciences,' the direction and formation of youth. Of them also it may be said in the words of the Divine Master: 'The harvest indeed is great, but the laborers few.' Let us then pray the Lord of the harvest to send more such workers into the field of Christian education; and let their formation be one of the principal concerns of the pastors of souls and of the superiors of religious orders."

There is one by-product in the employment of Catholic lay teachers in the higher schools of learning, particularly in such fields as philosophy, that has not always been emphasized, and that by-product is the promotion of an adequately trained intellectual leadership in the promotion of a Catholic civilization in this country. It would seem highly desirable that if there were no other reasons for such engagement of Catholic lay teachers, this would furnish a substantial and adequate one, and an inspiring one. We have not as yet received the official designation of the special topics of Catholic Action for each day during American Education Week, but this fundamental idea is peculiarly appropriate, and consonant with the fundamental conception of emphasizing the service that Catholic action may render to the American democracy.

Mental Punishments

The day of brutal corporal punishment is over. Generally speaking, we think corporal punishment has gone from the schoolroom and from the home. Our court records remind us that the triumph is not complete, and there are still in homes and very rarely in schools, brutal physical punishments that are revolting to our human nature.

But when we study such a list of reasons for dislikes of teachers which children give, as listed by Sister Mary Jutta in her excellent book, *School Discipline and Character*, we are aware that the case against cor-

poral punishment is hardly won. Here is a list of corporal punishments used even today.

- | | |
|--|---|
| 1. Hit us over the hands with a ruler for every little thing. | 13. Slapped us for nothing. |
| 2. Hit us over the knuckles with a ruler. | 14. Often spanked me. |
| 3. Hit us over the hands with a ruler for not knowing our lessons. | 15. Pulled our ears and hair. |
| 4. Hit us with a strap for no reason. | 16. Boxed our ears. |
| 5. Hit us with a hand broom. | 17. Pinched our cheeks. |
| 6. Hit us with a book. | 18. Pushed us. |
| 7. Hit us over the head. | 19. Shook us, jerked us out of our seats. |
| 8. Slapped us in the face. | 20. Threw books at us. |
| 9. Slapped us on the mouth. | 21. Made us stand in the corner, in the hall, or in the wardrobe for not knowing our lessons. |
| 10. Pounded us on our backs. | 22. Locked us in the wardrobe. |
| 11. Slapped us unexpectedly. | 23. Made us stand for not having our homework. |
| 12. Slapped us for talking in school. | 24. Made us stand all day for talking. |

But bad and unwise as these punishments are for the great majority of children, attention needs to be directed to more cruel punishments which are, occasionally at least, lifelong in their effects. They are what in contrast we may call mental punishments. They are, scolding, nagging and "hollering" at pupils. They are, making sarcastic remarks. They are, exposing pupils to class ridicule. They include "picking on pupils." There are all sorts of these punishments, devilish in their refinements. They induce inferiority complexes in children. They tend to make children dislike school, or dislike the subject the teacher teaches. It is fortunate that children can frequently build about themselves walls of indifference so that they let the teacher just talk.

Some punishments given in Sister Jutta's list that have potentialities such as we suggest are:

1. Made us stand with the gum pasted on the nose or forehead for chewing gum.
2. Tied cloth or pasted paper over the talker's mouth.
3. Made us stay after school for one hour a week for not having an average of 90 per cent.
4. Sent me back to another grade for misbehaving (played with a ruler).
5. Sent us to the principal for everything we did.
6. Called us names (cabbage heads, dumb-bells, stupid things, etc.)
7. Disliked me, picked on me.
8. Cross, impatient, cranky, grouchy, scolded for every little thing, was like a bear (nagged and nagged and nagged); started the day with a cranky speech.
9. "Hollered" at us all day long; yelled at us.
10. If someone made her angry in the morning, she was cross all day.
11. Hot-tempered (explosive temper).
12. If someone missed a lesson in the morning, she would scold the rest of the day and would hear no more lessons.
13. Sarcastic, passed cutting remarks.

Every human being in its contact with childhood should be especially considerate, and call to mind the Savior's words, "Suffer little children to come unto Me and forbid them not, for of such is the Kingdom of Heaven." It is true *à fortiori* that religious should, in this particular, follow the counsels of perfection.

Art and Design in the Grades

Martin F. Gleason, Joliet, Illinois

Editor's Note. This article is the third of an important series which will be published in the CATHOLIC SCHOOL JOURNAL during the coming 12 months. The principles of teaching design and decoration in elementary schools will be taken up with especial regard to the needs of children and the average abilities of Sisters and other teachers in the grades. The writer has been a teacher and supervisor of elementary art education for many years and has achieved an enviable reputation for the practicability and high artistic values of his work.

III. A STUDY OF ARRANGEMENT

A STUDY of the fundamentals of Order and Variety leads up to an appreciation of the necessary mechanics in design and decoration. "What to do next?" is very often an unanswered question with the teacher who has had no extensive training or successful experience in art. The work she does today may be good but she sees no way of making it function in the problems of tomorrow. She cannot, in other words, make it move forward to take its place in the future. She is unable to show the child how to carry along so that his experiences become cumulative, and result in extended development. It is this failing in the teaching of art which gives some substance to the criticism that the art products of second grade and fifth grade are very likely to be of the same quality.

Children learn to express themselves in speech by picking up a word here, a phrase there, and finally combining them. They collect and retain for use a vocabulary. Art expression is of somewhat the same nature as speech. A touch from this experience and a touch from

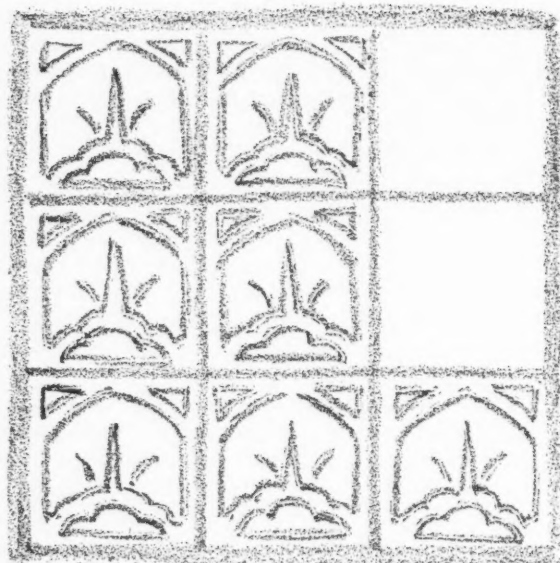


Plate II. Units Combined in Design
The design is adjusted to the shape of the unit of space

that are picked from the memory, modified a little by the imagination, and combined as an expression in art. Through the process most of what we obtain from children will come.

The article of last month offered an experience in decoration, which, if pursued, has left the beginning of a vocabulary which may be employed to develop a more extensive one. The work this month will be along the line of organizing this vocabulary so that it becomes effective in the expression of decoration.

Order in Design

One of the first requirements for a decoration is order. Without order a decoration lacks restfulness, it is distressing to the mind, and is difficult to follow or interpret. Order is produced primarily through the process of systematic arrangement of such units as have already been developed. Locating these forms brings about a division of the space in which the decoration is to be placed. It is the development and treatment of this division that forms the new step for this month.

True order is brought about mechanically, but for the sake of things more important than mechanics they may wait for another day. Getting children to know the method of laying out a decoration is more important than the actual laying out. The idea is more important than the deed. Out of respect for the child's right to experiment, only free activities, unhampered by mechanics, are suggested. Mechanics and formalities will be brought into play when they are needed.

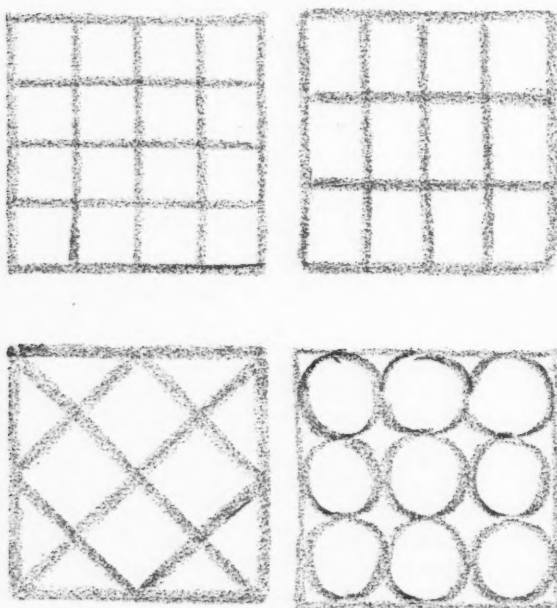


Plate I. Modifications in Design
Each of the four examples is a unit in a design scheme.
Note effect of changing the small squares to oblongs and the diamonds to circles

There are two common types of layout which we may employ in working out this problem of arrangement—the surface or all-over decoration and the border. If one understands the treatment of the space for surface decoration it is not difficult to handle the border. Because of this fact, emphasis is given the surface.

In Plate I notice the variety that comes when the shape of the minor division is changed. Children will soon make the use of these simple arrangements their

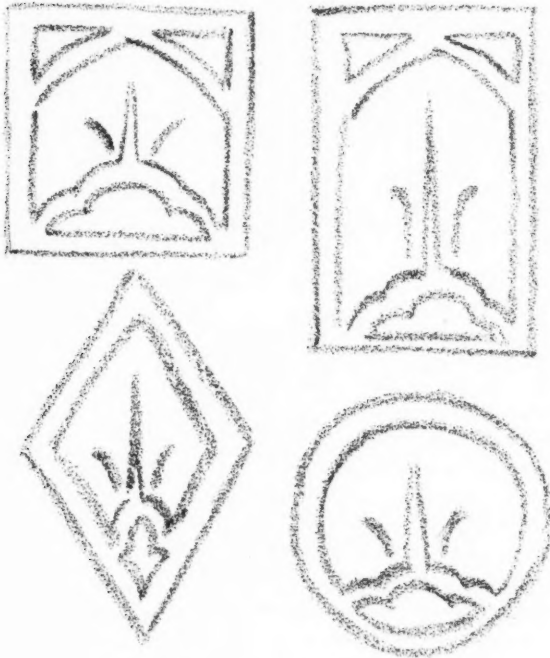


Plate III. One Unit of Design Adapted to Various Sizes and Shapes of Space Units

own. They will have them ready to use in combination with the mental collection of units which developed as a part of the first exercises. Plate II suggests what may be expected from the combination.

A most important point to remember in working varying divisions is that whatever unit is used must appear to fit the space which contains it. The general shape of the unit which fits a square must be modified when used in the oblong or diamond shape. A feeling for this harmony of shapes may be developed in children by having them work out the unit in the shape of the space which is to contain it. Growth in judgment will come, too, by having children decide what type of inclosing space will best accommodate units of certain general shapes.

Plate III shows how the same unit may be modified to harmonize with varying inclosing spaces.

It should not be at all difficult as we study these illustrations to see just how order comes. Neither should it be difficult to detect that changing the inclosing spaces has brought about a limited amount of

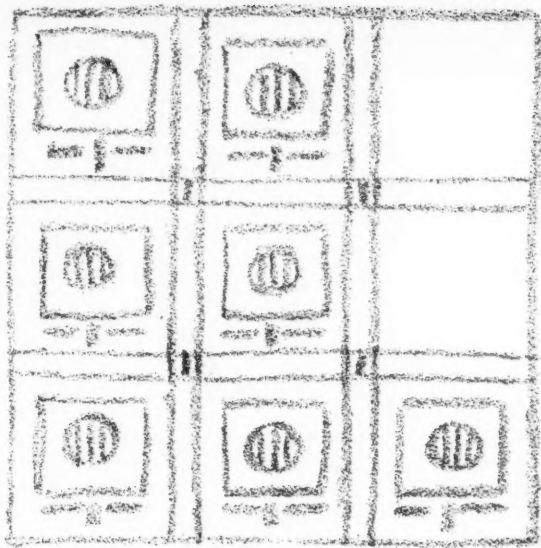


Plate IV. Adaptation to Space Units
Note subordinate treatment of smaller spaces

variety. Further variety may be obtained by changing the size of inclosing spaces. Plate IV illustrates the point. Note that a change in size may also bring a combination of forms. In this present case the plan brings squares and oblongs. Note the treatment of the smaller spaces. They are so handled in order to keep them in a secondary place. They must not be permitted to detract from the main point of interest, which is the larger space and its unit.

Another step forward for the purpose of obtaining variety is modifying the lines which are used to divide the large space into minor spaces. Plate V shows examples of this device.

It should not be necessary to advise the experienced

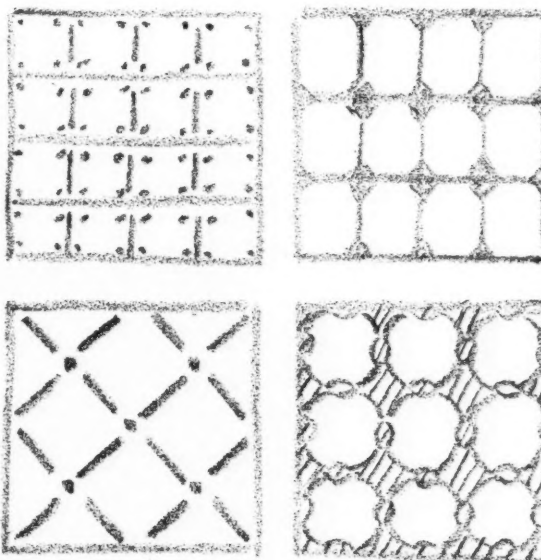


Plate V. Effects of Modifying Lines of Minor Spaces

teacher that it would be unwise to teach all of these schemes for producing variety to all grades. Determine the amount you will try to teach by the capacity of the children in your charge. This, as you well know, will vary according to many influencing factors. One thing alone should be kept in mind — children who are not advancing, in most cases, are being neglected. See

to it that each day some new item is added to their mental equipment which will enable them to proceed. This can be done only by following some organized routine of progression.

NOTE: Next month's article will show how children may use their acquired knowledge of decoration to work out problems independently.

A Central High School for Several Parishes *A. C. Monahan*

THIS modern high school, the Central Catholic High School, of Lancaster, Pa., was opened to pupils in January, 1930. It is a splendid building designed to meet the needs of modern secondary-school organization and conduct. It was built to accommodate 400 pupils. In addition to rooms for the regular academic subjects of the curriculum it has space for the newer subjects and for the extracurricular activities now a part of the program of the high school. It has an auditorium with an altar in a recess at the rear of the platform so that daily Mass may be celebrated. It has a gymnasium, an athletic field, and a cafeteria. It has a large library with two adjacent study halls to accommodate the students when not in recitations, laboratories, and rooms for typewriting and other activities. It is a layout strictly in accordance with the best present-day practices in secondary education.

A Gothic Building

The building is a two-story structure with basement. It measures 196 by 86 feet. It is built of Mountville maroon brick, and trimmed with Indiana limestone, and light terra cotta to match. A pleasing Gothic touch, which marks the architectural lines throughout, is accentuated by ornamental statue niches in the two end panels of the façade and by polychrome plaques of appropriate design of symbols, set in the top course of the front and sides.

On the first floor are the principal's office, with an adjoining secretarial office, a faculty room which

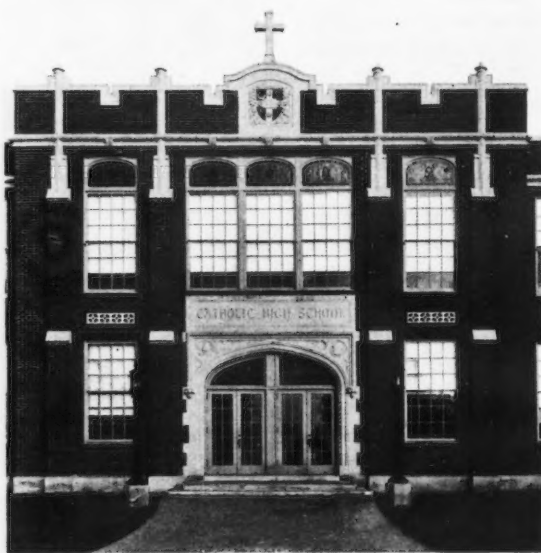
serves also as a meeting room for the board of directors, a first-aid room with standard equipment, six recitation rooms to accommodate 25 to 35 students each, a mechanical-drawing room, an artroom, an assembly hall, and a gymnasium.

The assembly room and the gymnasium are of equal size, built end to end, and separated by a folding partition of beautifully paneled doors. When these are thrown back the two rooms form a single hall 150 feet in length, 50 feet in breadth and 24 feet in height, with a seating capacity of 1,200. A press stand and bleachers to accommodate over 220 persons have been constructed along the inner wall of the gymnasium, while a well-appointed stage with an altar set in an alcove up center and screened from view when not used, lends dignity and beauty to the auditorium proper. The walls of both rooms are faced with a speckled buff brick over

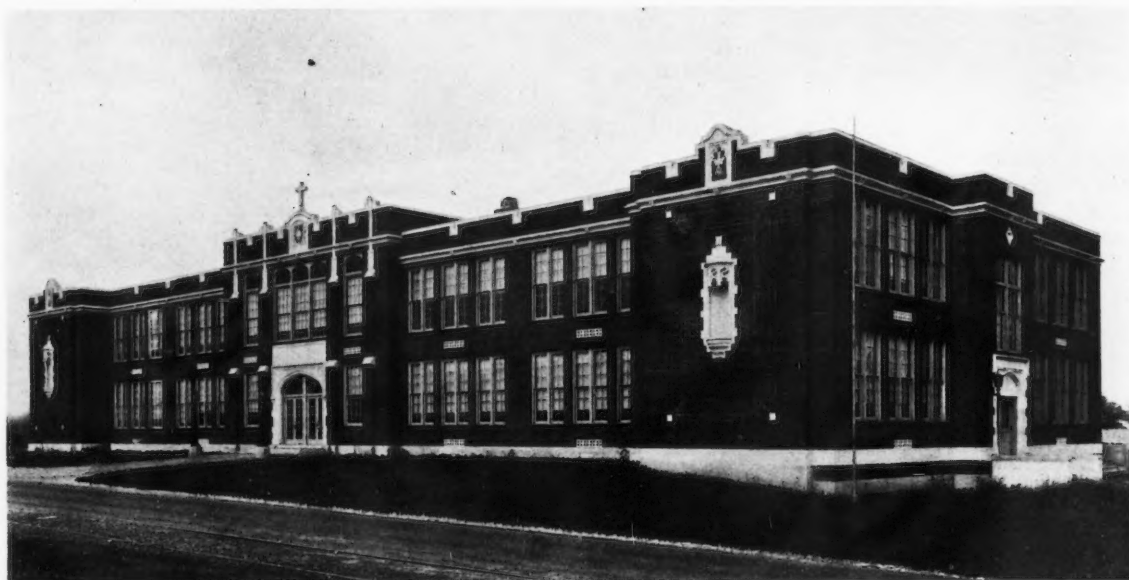
a six-foot course of lighter-colored brick. A level drop ceiling conceals the roof girders of the gymnasium, which in the auditorium are left exposed, resting on beautifully carved corbels and incased in massive oak paneling.

Library, Laboratories, Etc.

In the front center of the second floor the visitor will find a handsome library room, with walnut trim and furniture to match. Metal library shelves, walnut grained, are set along the walls, having a capacity of 4,000 volumes. Over the five large windows fronting the room, are stained-glass window tran-



Entrance, Central Catholic High School, Lancaster, Pa.



Central Catholic High School, Lancaster, Pa.

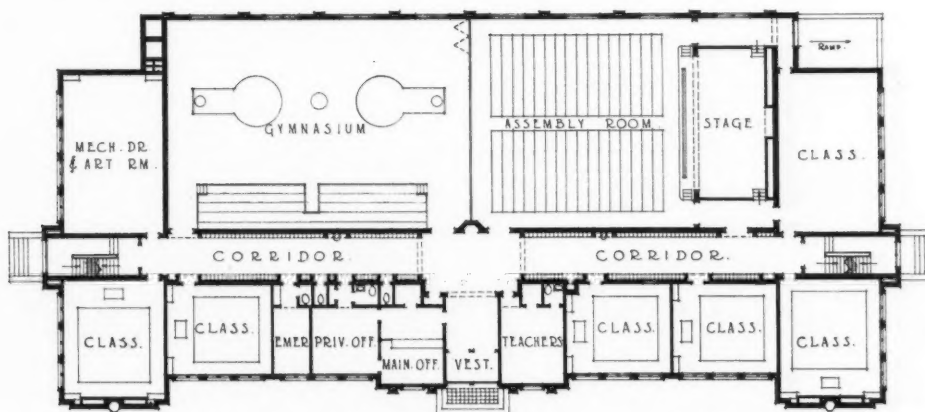
soms featuring the emblems of *Knowledge, Industry, Sacrifice, Virtue, and Time.*

To the right of the library is a spacious study hall, while to the left is another room, of corresponding size, suitable for holding club meetings, orchestra practice, and the like. Other rooms on this floor are the laboratory for biology and general science, the laboratory for chemistry and physics, three commercial rooms, and two large storerooms.

The laboratory for chemistry and physics, directly over the mechanical-drawing and art room, is 24 by 44 feet in size, equipped with two tables to accommodate twelve students each, an instructor's table, one 4-foot chemical fume hood, a balance table, and five wall cabinets for the storage of apparatus and supplies. The table arrangement makes it possible to use this room for any science or for regular academic classes when the science classes are not in session. The table was developed at the Lincoln School, Columbia University,

for this very purpose. It is now in use in hundreds of schools, public and private, in the United States. The principal advantages of this table are that the science work can be done by the pupil in one room and at one place; the students face the instructor all the time; the desk provides for work to be done in a comfortable way whether the student is standing or sitting. He can take notes, make drawings, or do reference reading, perform laboratory experiments or observe demonstrations by the instructor without moving from his place. The instructor may give demonstrations, assign reference work, quiz, or hold class discussions in the same room, at any time during the science class, thus eliminating separate laboratory and demonstration schedules.

A well-lighted basement, with southeastern exposure, runs the full length of the building and extends back two thirds of its width. The big feature here is the cafeteria, which accommodates 200 at one sitting.



First Floor Plan, Central Catholic High School, Lancaster, Pa.—C. Emlen Urban, Architect, Lancaster, Pennsylvania

There is also a private dining room for the faculty. Other basement compartments are a shoproom, boiler room, janitors' room, electric room, school-supply room, boys' and girls' lavatories, gymnasium locker rooms, and shower rooms. The floors in the toilets, locker rooms, and showers are laid with gray and white vitreous tile. Lockers for street wraps are recessed in the first- and second-story corridor walls, the space along these walls not occupied with lockers being faced to a height of 6 feet with light-brown faïence tile.

Administration and Teaching Personnel

The idea of a central Catholic high school for Lancaster may be credited to Rt. Rev. Philip R. McDevitt, Bishop of Harrisburg. He named a building committee composed of the pastors of the five parishes, and a lay representative of each with Rev. H. M. Herzog, pastor of Sacred Heart Church, as secretary. On the committee also was Rev. Paul A. Gieringer, assigned as principal of the school.

The Central High School was first opened in temporary quarters at St. Mary's parish school and hall, in September, 1928. Money for the new building was obtained by uniting the parish efforts, and Mr. C. Emlen Urban, of Lancaster, was selected as architect. Ground was broken February 20, 1929, the building completed and occupied January 6, 1930. The total cost for site, building, and permanent equipment was approximately \$225,000, the cost for the building itself being 31 cents per cubic foot.

The school functions under a board of directors, composed of the Bishop, the principal, and the pastor, and a layman from each of the five parishes. The faculty includes, in addition to the principal, two priests in parish work in the city who teach part time, three Sisters of Mercy, two Sisters of St. Francis, Third Order; and one Holy Cross Sister. The Sisters live in the convents with others of their own order who are teaching in the parish schools of the city.

THE CATHOLIC GIRLS' HIGH SCHOOL ORCHESTRA OF PHILADELPHIA

THE orchestra is made up of 175 girls, students of the John W. Hallahan and the West Philadelphia Catholic Girls' High Schools, in Philadelphia. It was organized in October, 1929, as an extracurricular activity of the school, to give added impetus to the study of instrumental music. The organization has made steady progress during the past two years so that the authorities of the schools have high hopes for its future.

The work of organizing and developing the orchestra has been the task of the Sisters of St. Joseph who are in charge of the music department, in conjunction with Mr. Benjamin d'Amelio, the director.

Mr. d'Amelio, a widely known musician, who for a number of years was a leading member of the Philadelphia Symphony Orchestra and other fine orchestras, has brought to the teaching staff of the schools a group of colleagues, past or present members of the Philadelphia Symphony Orchestra, who teach and supervise the various choirs of the orchestra.

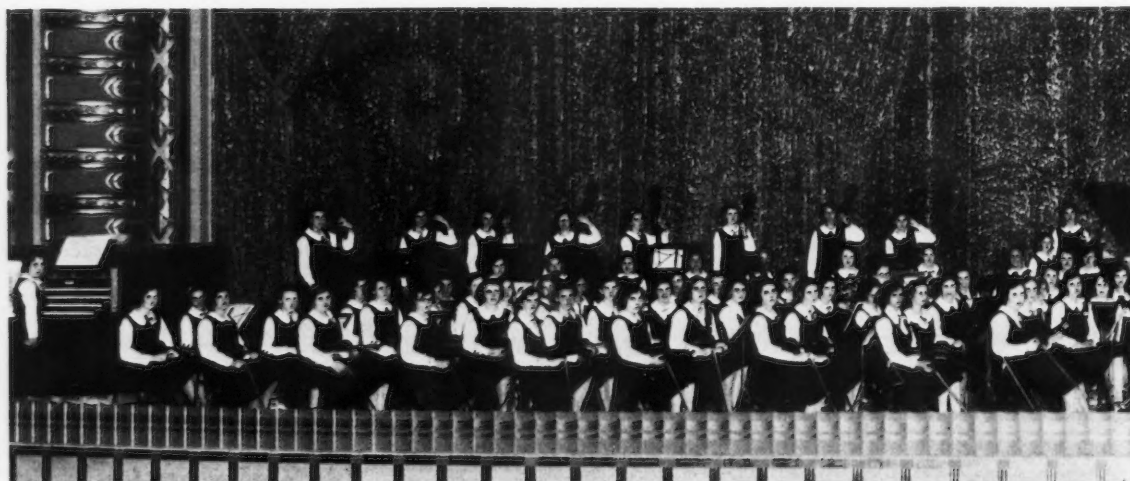
A tribute to their zealous work is found in the fact that, aside from the students in the violin and piano sections, every girl has obtained the knowledge of the instrument she plays, since October, 1929 in the schools. The orchestra contains:

36 first violins	10 flutes	6 trombones
28 second violins	10 clarinets	2 tubas
10 violas	5 bassoons	16 percussions
12 cellos	8 french horns	6 pianos
10 basses	10 trumpets	6 harps

The oboe, the remaining instrument to give the organization full instrumentation, will be introduced this season.

In its short space of time, besides appearing at all school functions, the orchestra has made many guest appearances at various academies and colleges in the vicinity of Philadelphia. It was the first to play in Philadelphia's new Convention Hall Auditorium, having given a concert there during the convention of the National Catholic Educational Association, June, 1931. It also gave a concert in the Irvine Auditorium, University of Pennsylvania during Schoolmen's Week, February, 1931. Both of their concerts at the above functions were acclaimed equal to those of professional musicians by authorities well versed in music. The orchestra closed its season of 1930-31 with a concert in the world's largest auditorium, the Atlantic City Convention Hall.

At the beginning of the 1931-32 school term, the orchestra resumed its training in preparation for a musical festival to be held late in the spring of 1932.



The Largest Catholic High-School Girls' Orchestra in the United States. The Orchestra of the West Philadelphia

Observe Book Week, November 15-21 *Elmer W. Reading*

The week of November 15-21 will be observed by schools throughout the nation as National Book Week. This nationally advertised observance offers to the Catholic school an opportunity of focusing the student's attention upon the library, of stimulating his desire to read, and of directing his choice of books and magazines. The pupil in the grades as well as the high-school and college student needs help in the formation of sound reading habits. The ability to derive wholesome pleasure, together with mental and spiritual growth from well-chosen books and periodicals may determine not only the quality of one's mind, but even the health of one's soul. A point not usually emphasized in the general propaganda for the observance of Book Week, the one of paramount importance to Catholic educators, is that it will do little good and perhaps much harm, mentally and spiritually, to stimulate a desire to read, if the pupil is not taught effectively to choose reading that is mentally and spiritually sound.

Purpose of Book Week

Book Week offers the school a chance to advertise the best and most attractive volumes in the school library and to suggest others for the pupil's home library. Many parents would willingly buy books if they knew which are the most desirable and where they may be obtained.

An editorial in *The Missionary* (October, 1931), commenting on the lack of support for Catholic literature says:

"When we investigate and strive to estimate the amount of Catholic reading that is done by the Catholic public, we are left with the impression that this falls far below what is befitting and even necessary. For example, we are made aware that some of our Catholic journals and magazines, and some of the very best, are forced to depend upon charity to keep their heads above water. This, of course, would not be the case did these publications have an adequate number of supporters; that is, readers. Or again, we learn that where Catholic libraries are in existence, in many cases, at least, even with all the facilities offered, it is difficult to secure a large reading public.

"What is the explanation? Are not our Catholic people

readers? Beyond doubt, they are. They read, on the average, as much as any people. They read carefully the daily paper, they read the best-selling novel, they read, sometimes, the inane, if not vicious, magazines that appeal to anything but the highest. Where they fail is in the reading of Catholic literature, the magazines and books that illustrate and explain life in the terms of Christ and His Church, that give thought on the Christian manner of living, that are written for the benefit of the soul, that impart that benefit in a beautiful form and with intellectual satisfaction. Let us have more reading on the part of Catholics, more reading of a Catholic nature."

The above paragraphs are quoted not to urge the reading of nothing but Catholic literature, but because they call attention to a neglect that should not exist. The finest of secular literature should be read and our pupils' attention called to the excellent qualities of all the masterpieces within the range of their intellectual development. But they should also learn to appreciate and to love especially the Catholic masterpieces, ancient and modern.

Do We Know Them?

To name but a few writers in various fields of literature, nearly all of whom may be said to belong to our own time, how many of us know very much about the writings of Msgr. Benson, Gilbert K. Chesterton, Father Martin Scott, Brother Leo, Dr. Brownson, Canon Sheehan, James J. Walsh, Francis Thompson, Cardinal Newman, Father Faber, Alice Meynell, Archbishop Spalding, Hilaire Belloc, Conde B. Palen, George N. Shuster, Father Garesché, Father Martindale, Louise Imogene Guiney?

Helpful Guides

Such a book as Brother Leo's *English Literature* will be found an interesting guide not only for high-school and college students, but also for the adult reader and the parent who wishes to evaluate the books chosen for his home library. In *The Catholic Educational Review* for March, 1927, appeared a thoughtful article on "What Literature Children



Catholic Girls' and the John W. Hallahan High Schools, Philadelphia.—Mr. Benjamin A. d'Amelio, Director

Should Read." To the CATHOLIC SCHOOL JOURNAL for November, 1930, Sister M. Agnesine contributed an article on "Religious Books for the Grades and Junior High School" with a well-chosen list of such books. In the same number of the JOURNAL, Antoinette Newton presented a varied list of secular books for the library by Catholic and non-Catholic authors. This list, it seems to the writer, is very well chosen. The parent or teacher will find published lists of great help in choosing books. However, when he has any doubt as to the suitability of an individual book for the children for whom he is responsible, he should read the book before placing it in the library.

The Catholic publishing houses will be glad to supply a catalog of their publications and several of the secular publishing firms have a special catalog of their Catholic books. A list of books suitable for high-school and grade-school libraries may be obtained from the National Catholic Welfare Conference, 1312 Massachusetts Ave., N. W., Washington, D. C. Some of the diocesan superintendents of schools have had lists of library and supplementary-reading books compiled for their schools.

The book reviews published in such magazines as *America*, *The Ave Maria*, *The Magnificat*, *Columbia*, *The Catholic World*, *The Missionary*, *The Sign*, THE CATHOLIC SCHOOL JOURNAL, etc., will keep one in touch with the latest worthwhile publications, both secular and religious. Some of our diocesan weeklies also give attention to book reviews. *The Magnificat*, a monthly magazine published by the Sisters of Mercy (94 Concord St., Manchester, N. H.), devotes a considerable part of its December issue to a comprehensive survey of the best books of the year. *The Catholic World* does likewise. *America* also publishes such a survey in one of its weekly issues near the end of each year.

The Catholic Magazines

For the following list of articles on books appearing in recent issues of Catholic magazines, we are indebted to the *Catholic Periodical Index* (331 Wyoming Ave., Scranton, Pa.). Teachers will wish to read some of those they have missed and may recommend some of them to high-school pupils:

- "Book for Remembrance," J. A. Greeley, *America*, Dec. 14-21, 1929.
- "Books of the Hour and of all Time," J. Ruskin, *Catholic World*, March, 1930.
- "Broccoli, Books, and Spinach," P. L. Blakely, *America*, Dec. 14, 1929.
- "Catholic Readers" (Editorial), *Ave Maria*, Oct. 11, 1930.
- "Faith and Knowledge," T. Shine, *Tablet*, April 5, 1930.
- "Five Hundred Books in the White House," J. J. Reilly, *America*, June 7, 1930.
- "Good Literature and the Family," B. Confrey, *N. C. W. C. Review*, Jan., 1930.
- "On Fly Leaf and Margin," R. H. Mahoney, *Catholic Educational Review*, Oct., 1930.
- "On Reading Books," H. Belloc, *America*, March 15, 1930.
- "Our High School Girls! Do They Read and What?" Sister M. Laetitia, *Catholic School Interests*, April, 1929.
- "Private Censorship of Books" (Editorial), *Ave Maria*, March 29, 1930.
- "Readers I have Met," F. X. Talbot, *America*, October 4-11, 1930.
- "Reading to Encourage Vocations," B. Confrey, *Magnificat*, Oct., 1930.
- "Reading to Laugh," B. Confrey, (Bibliography) *Magnificat*, May, 1929.
- "Some Reflections on Book Week," Sister M. Agatha, *Catholic School Interests*, Oct., 1930.
- "That Dangerous Reading Habit," F. X. Talbot, *America*, March 15, 1930.
- "We Prefer What we Know," F. X. Talbot, *America*, Nov. 8, 1930.
- "What Do we Read?" *Truth*, May, 1930.
- "Why Not a Book?" J. A. Greeley, *America*, Nov. 29, 1930.

Recent discussions of children's literature and reading, also listed in *The Catholic Periodical Index* are:

- "Books, Books, Books for Children's Christmas," E. V. Wyatt (Bibliography), *Catholic World*, Dec., 1930.
- "Books for Younger Readers: Discussion," F. J. Ayd, *America*, Dec. 20, 1930.
- "Children's Book Week," I. T. McDonald, *America*, Nov. 15, 1930.
- "Elementary School Library," P. E. Campbell, *Homiletic and Pastoral Review*, July and Aug., 1930.
- "Guidance in Juvenile Literature," Sister of the Holy Names of Jesus and Mary, *Catholic School Interests*, April, 1930.
- "What is the Unit Extension Plan of Teaching Reading and What are its Advantages," N. B. Maher, *Proceedings of the N. C. E. A.*, Nov., 1929.

Secular Lists Obtainable

In addition to the sources of information already mentioned, we have dozens, perhaps hundreds of secular lists all valuable, especially for titles of recent juvenile books and books suitable for school libraries. Catholic school authorities can make good use of such lists, choosing only those titles that they know to be harmless. One may expect to find in secular lists some books that are on the *Index*, and others that are objectionable.

Among the secular lists available are those issued by most of the state departments of education. Catholic school authorities can procure these from the office of the state superintendent of schools. The National Council of Teachers of English, 211 W. 68th St., Chicago, Ill., has issued two comprehensive lists entitled *Books for Home Reading for High Schools* and *Books for Home Reading for Seventh, Eighth, and Ninth Grades*. The University of Chicago Press, 5750 Ellis Ave., Chicago, Ill., has published *A Library for the Intermediate Grades* by Evangeline Colburn. This volume has two distinctive features: First, the books listed are based upon the choice of children as determined by experiments described in Part I of the book. The second feature is that the list of books given is annotated.

The *Library List* for 1930, published by the department of education of the State of Washington, lists the following sources as helpful in selecting library books:

- Children's Catalog of 4,100 Books* (1925-29), J. H. Sears and Company, 104 E. 32nd St., New York, N. Y.
- Graded List of Books for Children*, Nora Beust (1,000 books), American Library Association, 86 E. Randolph St., Chicago, Ill.
- Adventures in Reading*, May Lamberton Becker, Frederick A. Stokes Co., 443-449 Fourth Ave., New York, N. Y., \$2.
- Children's Interests in Poetry*, M. B. Huber and others, Rand McNally and Co., 536 S. Clark St., Chicago, Ill.
- The Magic of Books*, Robert Haven Schauffler, Dodd, Mead and Co., 443 Fourth Ave., New York, N. Y., \$2.
- A Mid-Century Child and Her Books*, Caroline M. Hewins, Macmillan Co., 60 Fifth Ave., New York, N. Y., \$2.
- Realms of Gold in Children's Books*, Bertha Mahoney and Elinor Whitney, Doubleday, Doran and Co., Garden City, N. Y., \$5.
- Recent Children's Books*, American Library Association, 86 E. Randolph St., Chicago, Ill.
- The Whole Child—Forty Books for Boys and Girls* and reading courses on various subjects issued by the Home Education Division, U. S. Bureau of Education, Department of the Interior, Washington, D. C., Free.
- Gifts for Children's Book Shelves*, American Library Association, 86 E. Randolph St., Chicago, Ill.
- A List of Travel Books for Young Readers*, Child Study Association of America, 509 W. 121st St., New York, N. Y.
- Children's Books from Twelve Countries*, American Library Association, 86 E. Randolph St., Chicago, Ill.
- A Comprehensive Small Library for Boy Scouts*, Boy Scouts of America, 2 Park Ave., New York, N. Y.
- Graded Booklists for grades 3 to 8*, Wilkinson, Enoch Pratt Free Library, Baltimore, Md.
- The Enchanted Door*, issued quarterly by the Boys' and Girls'

- Department of the Carnegie Library of Pittsburgh, Pa., 15 cents a year.
- Everyland*, reading list on international understanding; published by Newark Public Library, Newark, N. J.
- Five Hundred Books for a Senior High School Library*, American Library Association, 86 E. Randolph St., Chicago, Ill.
- A Standard Catalog for High School Library*, H. W. Wilson Company, 958 University Ave., New York, N. Y., \$2.75.
- Books for Home Reading for Senior High Schools and Books for Home Reading for Seventh, Eighth, and Ninth Grades*, National Council of Teachers of English, 211 W. 68th St., Chicago, Ill.

P.T.A. Lists

- The Child's First Books*, Naumburg, Child Study Association, 509 W. 121st St., New York, N. Y., \$35.
- Gifts for Children's Book Shelves*, American Library Association, 86 E. Randolph St., Chicago, Ill., \$4.25.
- List of 150 Good Books for Children Costing \$1.00 or Less*, National Congress of Parents and Teachers, 1201 16th St., N. W., Washington, D. C.
- Children's Booklist — Treasures Old and New*, General Federation of Women's Clubs, 1916 Pine St., Philadelphia, Stamped envelope.
- Books to Grow On*, Buffalo Public Library, Buffalo, N. Y., 10 cents.
- The Book Shelf for Boys and Girls*, R. R. Bowker Co., 62 W. 45th St., New York, N. Y., 10 cents. This is a list of books selected by Clara W. Hunt, superintendent of Children's Work, Brooklyn Public Library, and others.
- Books for Young Readers*, Naumburg, Child Study Association of America, 509 W. 121st St., New York, N. Y., 35 cents. Compiled by joint committee of National Education Association and the American Library Association.
- International Friendship Through Children's Books*, List compiled by Clara Hunt, of the Brooklyn Public Library. League of Nations Non-Partisan Association, 6 E. 39th St., New York, N. Y., 5 cents.
- Reading Lists for Boys and Girls; Poetical Literature for Boys and Girls*, and other lists published by the Home Education Division, Bureau of Education, Department of Interior, Washington, D. C., free.
- First Three Hundred Books for a Children's Library*, Clara Hunt, State Library, Albany, N. Y.
- Buying List for a Small Library*, Pope, American Library Association, 86 E. Randolph St., Chicago, Ill.
- Graded List of Stories to Tell or Read Aloud*, Harriet Hassler and Carrie Scott, American Library Association, 86 E. Randolph St., Chicago, Ill.
- One Hundred Worthwhile Books*, A. Horton, Spokane, Washington. American Library Association, Chicago, Ill.
- Children's Books for General Reading*, Effie Power, American Library Association, 20 cents.
- Tentative Reading List*, New Jersey Public Library, State House, Trenton, N. J., 5 cents postage.
- School Library Year Book*, American Library Association, 50 cents.

References on Children's Reading

- A Century of Children's Books*, Barry (1923), Doubleday, Doran and Co., Garden City, N. Y.
- Children's Reading*, Terman and Lima (1925), D. Appleton and Co., 29-35 W. 32nd St., New York, N. Y.
- The Children's Reading*, Olcott (1912), Houghton Mifflin Co., 2 Park St., Boston, Mass.
- Crossroads to Childhood*, Moore (1926), Doubleday, Doran and Co., Garden City, N. Y.
- Literature for Children*, Lowe (1914), Macmillan Co., 60 Fifth Ave., New York, N. Y.
- Handbook of Children's Literature*, Gardner and Ramsey (1927), Scott, Foresman, 623-633 Wabash Ave., Chicago, Ill.
- Roads to Childhood*, Moore (1920), Doubleday, Doran and Co., Garden City, N. Y.
- New Roads to Childhood*, Moore (1923), Doubleday, Doran and Company.
- A Parent's Guide to Children's Reading*, Bonner (1926), Funk and Wagnalls Co., 354-360 Fourth Ave., New York, N. Y.

- The Three Owls*, Moore (1925), Macmillan Co., 60 Fifth Ave., New York, N. Y.
- What Shall We Read to the Children?* Clara Hunt (1925), Houghton Mifflin Co., 2 Park St., Boston, Mass.
- A Guide to Literature for Character Training*, Starbuck and Shuttleworth (1928), Macmillan Co., 60 Fifth Ave., New York, N. Y.
- A Guide to Books for Character*, Starbuck and Others (1930), Macmillan Co.

Books on Story Telling

- Bryant, Sara Cone, *How to Tell Stories to Children*, Houghton Mifflin Co., 2 Park St., Boston, Mass.
- Coe, *The First Book of Stories for the Story Teller*, Houghton, Mifflin Co.
- Wiggin and Smith, *The Story Hour*, Houghton Mifflin Co.
- Salisbury and Beckwith, *Index to Short Stories*, Row, Peterson and Co., 1911 Ridge Ave., Evanston, Ill.
- Bryant, S. C., *Stories to Tell to Children* (1907), Houghton, Mifflin Co.
- Mabie, H. W., *Fairy Tales Every Child Should Know*, Doubleday, Page.
- Keyes, Angela M., *Stories and Story-Telling*, D. Appleton and Co., 29-35 W. 32nd St., New York, N. Y.
- MacClintock, Porter Landor, *Literature in the Elementary School*, University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.
- Shedlock, Marie, *The Art of the Story-Teller*, D. Appleton and Co., 29-35 W. 32nd St., New York, N. Y., (1923).
- Cather, Willa, *Educating by Story Telling*, World Book Co., Yonkers-on-Hudson, N. Y.
- Bailey, Carolyn Sherwin, *For the Story Teller*, Milton Bradley Co., 49 Willow St., Springfield, Mass.

SELECTING LIBRARY BOOKS

The following extract from a lecture by Rev. F. B. Yons, C.S.P., quoted from *The Sister's College Messenger*, gives some worth-while hints on selecting library books.

"Every school expecting to have a first-class standard should maintain a library budget arranged in proportion to other expenditures, and should not be forced to rely upon donations which often consist of secondhand novels or books which fill the shelves but which no one ever reads. Books should be bought soon after publication, selecting those that students will read. All agree that Dante is a greater poet than Kilmer, but the latter's works will be read while the former's are passed over, especially by high-school students. Sets of books are often bad bargains.

"An efficient library must be inviting. It should be a bright, attractive room with books so arranged that students will want to go into it to read. Place the most desirable books near the window. Students should be permitted to wander about at will, free to examine books, for in this way they will acquire much worth-while knowledge.

"The library is not a museum. It is not the number of books on the shelf but the number in circulation which proves to be the real test of an efficient library."

CATHOLIC TEACHER'S RESPONSIBILITY

Specifically, in the field of education it is essential that we show results. It is not sufficient that the men and women turned out by Catholic schools be inferior in no way to those educated elsewhere. They must be, as a rule, superior, or the claims of Catholic education fall to the ground. Here, then, is the challenge that confronts us. It will be properly met only when every Catholic teacher, from the kindergarten to the university, is thoroughly familiar with the philosophy of Catholic education and assumes the personal responsibility of seeing to it that the character of every child and of every youth that passes through his or her hands is molded in accordance with the principles of that philosophy. — Rev. Edward B. Jordan, D.D.

The Brood Gives Thanks

Kathryn Heisenfelt

A Thanksgiving Play in One Act

TIME: Several days before Thanksgiving.

PLACE: The Living Room in the home of Mrs. Finn.

PERSONS: Mrs. Francis Adams; Pauline, her daughter; Mrs. Bernard Finn; Mrs. Finn's "Brood"—Ben, Dan, Peggy, Joey.

[*The Living Room in the home of Mrs. Finn is one of the poorest, yet one of the happiest rooms in the city, for here lives the "brood" as Mrs. Finn calls her four youngsters. They have only themselves to make each other happy. The furnishings of the Living Room are few and worn with years of service. At the center of the room is a table with several chairs, one at the back, one on either side. The table is littered with books, papers, scissors, etc., for here is where the children have most of their fun. At the left stands a chest of drawers and at the right a sagging day bed with a patched brown cover.*]

There are two doors—the one at the left opens on the street; the one on the right leads to the kitchen.

[*At the rise of the curtain we see Peggy and Joey seated at the table. Peggy, a slim little girl of 11, looks all the slimmer because the dress she wears is a whole size too large. (Most of the dresses are too large that are given the needy Finns.) Joey, a chubby lad of 7, is on the very edge of his chair. Peggy is drawing a picture of a fire engine for him.*]

PEGGY. You're bumping my hand, Joey. I can't draw when you're always bumping into me.

JOEY. But you didn't put any smoke in it. Where's the smoke? A fire engine makes lots of smoke.

PEGGY. This fire engine only puts out the smoke (*her eyes on the paper*). Now here's the fireman driving—see?

JOEY. But he's only got one arm. Where's his other arm?

PEGGY. If you give me a little time I'll make him another arm.

JOEY. But—where's his helmet? He has to have a big fire helmet.

PEGGY. Joey Finn, if you don't sit still you can just draw your own pictures! [*She lays down her pencil.*]

JOEY. I'll keep still, Peggy. Honest, I will.

PEGGY. Cross your heart?

JOEY. [*Making the gesture.*] Honest and truly!

PEGGY. [*Resuming the drawing.*] Remember now. Here are the other firemen on the back of the engine, see?

JOEY. They have to hang on tight, don't they? If they don't hang on they'll fall off. Do you think they ever fall off, Peggy?

PEGGY. Never. They get so used to holding on tight.

JOEY. That man will fall off if he isn't careful—he's holding on with just one hand.

PEGGY. He won't fall. There! It's all finished. How do you like your picture, Joey?

JOEY. [*Holding the paper.*] I like it. It's a nice fire engine—but—

PEGGY. [*A little bit offended.*] What's the matter with it?

JOEY. It's just—it's just white, with black lines around it. It should be red. ALL fire engines should be red, Peggy. Can't you make it red?

PEGGY. [*Thinking very hard.*] We used up all the red water colors for Dan's kite—and we haven't had any red ink for ages and ages.

JOEY. I wish you could make it red, Peggy.

PEGGY. [*With a sudden idea.*] I know! Joey, go in the kitchen and get your little glass. Put a bit of water in it.

JOEY. [*Rising.*] What are you going to do?

PEGGY. [*Rising, too.*] Get the water. I'll show you.

[*Peggy hurries to the chest of drawers as Joey goes right to the kitchen. Peggy rummages a while and then brings out a bit of red ribbon. Triumphant she bears it to the table.*]

PEGGY. Hurry up, Joey.

[*Joey comes in slowly, balancing the glass carefully.*]

PEGGY. I told you to get a little bit of water.

JOEY. I'm going to drink some.

PEGGY. Drink it, quick.

JOEY. [*Lifting the glass, almost drains it.*] Um-m.

PEGGY. Leave a little.

JOEY. Is that enough?

PEGGY. Um—hum. Give it to me.

JOEY. [*Handing her the glass.*] What are you going to do with your ribbon?

PEGGY. You wait and see. [*She has the scissors in one hand.*]

JOEY. Are you going to CUT your ribbon, Peggy? That's the pretty one you've been saving—

PEGGY. I'm just going to cut a little bit of it. [*She does so.*]

JOEY. How can you make my fire engine red with a ribbon?

PEGGY. You just watch how I'll do it. [*She rolls the ribbon around the tip of the pencil.*]

JOEY. OH! You're making a red pencil. Are you going to dip it in the water now?

PEGGY. Um-hum. [*She does so.*] It's going to work, Joey—see? The water's getting all red.

JOEY. Hurry and paint my engine!

PEGGY. I'm hurrying as fast as I can.

JOEY. Oh, that's beautiful! That's making it red, Peggy! That's making my fire engine red! Oh, Peggy, that's a beautiful fire engine!

[*Mrs. Finn has come in Left. She stands a moment unnoticed at the door, then advances toward the children. Mrs. Finn is a slender, drooping little woman. Even her clothes appear weary. She carries a bundle, the gift of a kind woman for whom she has been working.*]

As she advances toward the children she smiles, and when Mrs. Finn smiles, it's like sunshine through any shower.

MRS. FINN. Well, well,—where's the fire, Joey?

JOEY. [*Rising and proudly showing the picture.*] Here it is, Mother. Isn't it a beautiful fire engine?

MRS. FINN. My, My! It is, indeed! [*She smiles knowingly at Peggy.*]

JOEY. And the men can't ever fall off because they're so used to hanging on tight. And this is a real fire engine because Peggy made some red ink with her ribbon. There it is in my glass—see, Mother?

PEGGY. Mother's tired, Joey. Give her a chance to rest a moment. [*Pulling out a chair at the left of the table.*] Sit here, Mother.

MRS. FINN. [*Seating herself and removing her shabby hat.*] Thank you, dear, I am tired. [*She places the bundle on the table.*]

JOEY. What's in there, Mother?

MRS. FINN. [*To Joey.*] Open it and see, Joey. [*To Peggy.*] Has Danny come in?

PEGGY. Not yet, Mother. He ought to be home any minute.

MRS. FINN. Poor little lad, running around with his papers. And it's beginning to drizzle, too.

PEGGY. Ben won't be home till late, Mother. Mister Dun-

can has some extra work for him tonight. Ben told us at noon.

JOEY. [*With the bundle opened.*] It's shoes! Look at 'em, Peggy—girl's shoes!

PEGGY. Oh, Mother! Aren't they pretty? Did Mrs. Adams give them to you?

MRS. FINN. Yes. And they've hardly been worn a month. Her Pauline didn't like the buckles, she said.

PEGGY. Oh, Mother! [*Peggy is holding the shoes lovingly.*] I've always wanted buckles on my shoes. Aren't they pretty? Look at the shiny buckles, Joey.

JOEY. When I get to be a man I'm going to be a fireman, and I'll make lots of money—more than ten dollars, I'll make—and then I'll buy you lots more shoes with buckles on them. And I'll buy Mother a big fire engine and give her rides every day—that's what I'll do.

MRS. FINN. [*Holding out her arms to Joey who runs into them.*] Of course you will, darling. You'll let Mother sit right beside you, won't you?

JOEY. Yes, I will. And you'll never, never have to work—ever. Will she, Peggy?

PEGGY. Never again. [*Full of a quiet sorrow.*] Oh, Mother, I was so happy about the shoes, I forgot about your tea. Shall I make you some now?

MRS. FINN. I think not—not right now. I promised Mrs. Thomas I'd run in as soon as I got home. The baby's not well.

PEGGY. May I come, too, Mother? Please?

MRS. FINN. [*Smiling.*] But you can't hold the little fellow when he's so miserable with a cold.

PEGGY. It won't hurt the baby if I look at him, will it?

MRS. FINN. I think not.

JOEY. If Peggy can go—then I can, too.

PEGGY. May, Joey, may.

JOEY. Well, may I go, Mother? I want to show him my fire engine.

MRS. FINN. [*Smiling at Joey.*] I'm afraid he's a bit too young to appreciate the engine, but you bring it along. We'd better hurry along. We must be home when Danny comes.

JOEY. [*Dancing to the door Right, waving his picture.*] I'm going to show him my fire engine [*he sings it*] I'm going to show him my fire engine—

MRS. FINN. Wait for us outside, Joey. We'll be there in a minute.

JOEY. [*Going out Right.*] I'll wait on the steps.

MRS. FINN. How much bread is left, Peggy?

PEGGY. Almost half a loaf, Mother.

MRS. FINN. Any of the stew left from dinner?

PEGGY. Oh—about half a bowl. Shall I get it?

MRS. FINN. Please, dear. They—they need it.

[*Peggy hurries to the kitchen. Mrs. Finn takes her hat and places it on the chest. Joey has left the papers from the bundle he unwrapped on the floor. She picks them up and and folds them neatly, placing them on the table. She stands with her hand on the chair back of the table. The other hand goes to her tired, aching head.*

Peggy comes in with the bread and the bowl neatly covered with a towel. Mrs. Finn hides the weariness with a smile.]

MRS. FINN. We'll have plenty with the crackers and milk tonight. Come, Peggy, we'll have to hurry.

[*They are at the door when Peggy remembers something.*]

PEGGY. Oh, Mother, I almost forgot. I can't go.

MRS. FINN. Why not, dear?

PEGGY. I told Ben I'd have Danny bring his sweater to him the minute I had it mended. Ben went way through one arm of his coat at the store this morning. He has to have his sweater.

MRS. FINN. You've been a busy little housekeeper today, haven't you, Peggy?

PEGGY. [*With a burst.*] Oh, Mother, I do wish I could go and work—and you could always be home. Not that I

mind taking care of the boys, but I hate to have you gone.

MRS. FINN. I know, dear. Tomorrow I'll be home all day, you know. We'll have a lovely time. But I have an idea. Danny will be home any minute. You wait here and give him the sweater for Ben, and then you come for me. You meet Joey and me at Mrs. Thomas' house.

PEGGY. All right, Mother. I'll come as soon as I can.

MRS. FINN. And tomorrow we'll have lots and lots of fun together. Bye-Bye, dear. [*She goes out Left.*]

[*Peggy goes to the chest and takes out Dan's sweater. She brings it to the table where she places it. Here she looks lovingly at her new shoes and decides to try them on. They fit beautifully. She is walking about admiring them when Danny rushes in. Danny is a freckled, smiling boy about nine.*]

PEGGY. [*Startled, though she has been expecting him.*] Oh, it's you, Danny.

DANNY. Sure, it's me. What kind of a dance are you doing, sis?

PEGGY. You'd dance, too. Look at my new shoes.

DANNY. Swell. Where did you get 'em?

PEGGY. They were Polly Adams! She didn't like them. Mrs. Adams gave them to Mother.

DANNY. Pretty slick. They look peachy on you, Peg. Where's Mother?

PEGGY. [*To the table.*] She went to see Mrs. Thomas. Joey went along.

DANNY. Uhm. Is Ben's sweater ready?

PEGGY. It's all ready. I'm glad you came, Danny. I'm going to see the baby. I just waited till you came.

DANNY. [*Disdainfully.*] Huh! Thought I'd forget to take the sweater, didn't you?

PEGGY. Well, I promised Ben I'd be sure and give it to you.

DANNY. Next time I'll let you tie a string around my finger. Then you won't have to be afraid I'll forget.

PEGGY. [*Laughing and giving him the sweater.*] Here it is, Smarty. Now hurry. Ben's waiting for it.

DANNY. Hurry's my middle name. I'll be back before you can say Jack Robson. [*Goes to door Left.*]

PEGGY. "Jack Robson"! Hurry up, Speed King!

DANNY. When I have my plane I'll show you some speed. I'll loop the loop so fast you won't know where you're going. [*He goes out loftily.*]

PEGGY. [*Calling after him.*] If I go up with you I'll deserve a medal for bravery!

[*She goes back to the table where she hurries out of the new shoes. She is slipping into her old ones when there is a knock at the door Left.*]

PEGGY. [*The last shoe almost on.*] Come in.

[*Peggy is very much surprised to see a well-dressed lady enter, followed by a girl her own age. Peggy rises hastily.*]

PEGGY. Oh—

[*Mrs. Adams is a sweet-faced person. She moves quietly, her voice is gentle. Pauline, "Polly," her daughter, who could have the same gentle ways, seems rather annoyed about something.*]

MRS. ADAMS. You'll forgive us for calling so late in the afternoon. Is your mother home?

PEGGY. [*A little confused by this splendid visitor.*] My—mother?

MRS. ADAMS. Aren't you Mrs. Finn's little girl?

PEGGY. Yes—yes, I'm Peggy Finn.

MRS. ADAMS. I'm Mrs. Adams; this is my daughter Pauline.

[*Pauline has been looking about her with a cool eye. She nods.*]

PEGGY. Oh—Mrs. Adams. Mother was at your house today, wasn't she?

MRS. ADAMS. Yes. I wanted to see her, but she left before I knew it.

PEGGY. Mother's over at Mrs. Thomas'. The baby's not well today. I was just going over. I'll tell Mother.

MRS. ADAMS. Thank you, dear.

PEGGY. [*Going to the door.*] Won't you sit down? I'll bring Mother in a little while.

MRS. ADAMS. [*Smiling.*] Thank you. We'll make ourselves right at home.

PEGGY. [*Smiles back, she can't help it.*] I'll hurry. [*She goes out Left.*]

[*Mrs. Adams does not seat herself at once. She looks about her—at the old chest, the sunken day bed, the table.*]

MRS. ADAMS. [*Half to herself.*] What a brave, brave woman!

PAULINE. [*Also looks about and then seats herself gingerly at the left of the table.*] That's all right, Mother. But why I had to come along is more than I can understand. I don't know Mrs. Finn.

MRS. ADAMS. [*Seating herself at the back of the table.*] It might not do either of us any harm to know her better, Pauline.

PAULINE. Mother, can't you call me Polly? All the girls at school call me Polly. They'd roar if I said "Pauline."

MRS. ADAMS. [*Quietly.*] Very well,—Polly. But I hope the "other girls" are a bit more gracious when entering another's home.

PAULINE. Oh, Mother, don't scold! Why should I fall all over that—what's her name—Peggy? You know I didn't want to come in the first place. I only have three day's vacation. And we haven't even the favors for my party tomorrow.

MRS. ADAMS. There's plenty of time for the favors after I see Mrs. Finn.

PAULINE. What's the use, Mother. You just *don't* understand!

MRS. ADAMS. [*Looking at her sadly.*] A long time ago—no, not so very long ago—I had a little daughter who was kind and thoughtful.

PAULINE. Mother—please! I'm not a baby anymore. And I don't mean to be rude, but I just can't see the reason for your bringing me here today. I don't see why *either* of us had to come when I have so little time.

MRS. ADAMS. [*Very quietly.*] I met someone today who knows the Finns very well, Pauline.

[*Pauline starts at the "Pauline" but listens at her mother's grave tones.*]

MRS. ADAMS. Mrs. Finn has come one day a week to me for three months, and never once have I heard one cross word—one complaint. And she is ill—very ill. The children do not know it. There are four of them, three boys and one girl. Two of the boys have little jobs, but they cannot help her enough. She has been trying to support them for the past four years.

PAULINE. [*Impatient.*] I'm sure they do need help, Mother, and they're very worthy and all that. Couldn't you send them a check and be done with it?

MRS. ADAMS. No, Pauline, I cannot just "send them a check." The Finns are proud. I would not hurt them by being so unkind.

PAULINE. [*Rising and pacing impatiently.*] I wonder how long this will take. She said she would hurry.

MRS. ADAMS. Pauline, can't you forget yourself and your party for a little while?

PAULINE. [*Still walking.*] Please, Mother, call me Polly! [*Mrs. Adams sighs. Pauline sees the shoes on the floor.*]

PAULINE. Well, here's a pair of shoes like mine. [*She picks up one.*] Why, they are mine! Mother, did you give that girl my new buckled slippers?

MRS. ADAMS. Pau—Polly, you said yesterday you hated the shoes—you never wanted to wear them again.

PAULINE. But I didn't say to throw them away, did I? I don't see why you always give my things away. You never

ask me if I want them. You're always giving my things away!

MRS. FINN. [*Outside, Left.*] Hurry, Joey, Mrs. Adams is waiting.

MRS. ADAMS. Polly, they are coming. Try to be a lady.

MRS. FINN. [*Coming in Left.*] Mrs. Adams, did you think we never would come? The baby—Mrs. Thomas' baby—poor little thing. [*She is out of breath.*] But I think in a few days he will be all right.

[*Peggy and Joey come in Left. Joey still clutches the picture.*]

[*Mrs. Adams has risen from her chair and stands Center, Polly beside her.*]

MRS. FINN. You shouldn't have hurried so, Mrs. Finn. You're all out of breath.

MRS. FINN. It's high time I'd be coming home. [*A bit anxiously.*] There's nothing wrong with the sewing is there?

MRS. ADAMS. I should say not. Your work is always neat and exact. We just came for a visit. Mrs. Finn, this is my daughter, Polly.

MRS. FINN. [*Comes to her and takes her hand.*] The dear little girl I've heard so much about. I'm glad to meet you, Polly. You're a great deal like your mother. [*To Peggy.*] This is the girl that's been sending us the presents, Peggy.

PEGGY. I just love the shoes, Polly I think they're beautiful. Thank you so much.

POLLY. [*Unbending a little.*] You're—welcome.

MRS. ADAMS. I think you've earned any presents we've given you, Mrs. Finn. And this is your little boy? [*Looking at Joey who has stayed near the door Left.*]

MRS. FINN. [*Bringing him between them.*] Yes, this is Joey, the baby of the brood. Joey, this is the lady who sent you the warm coat.

JOEY. It's a nice coat. I like my coat. It has lots of pockets.

MRS. FINN. [*Laughing.*] And there's something in every one of the pockets! Mrs. Adams, I hope we may make up for being late by offering you a cup of tea? We—we don't make a great deal of fuss but wouldn't you have a bit of tea?

MRS. ADAMS. I'd like it very much. This damp weather, one needs a cup of something hot.

MRS. FINN. I sometimes wish we'd get a regular cloud-burst, and be through with this drizzle. But—I'll go and make the tea.

POLLY. Mother, do you think we have time?

MRS. FINN. Oh, it won't take long for the kettle to boil. [*She smiles at Polly and starts Right.*]

MRS. ADAMS. Let me come along and watch it with you. They say if *two* watch a kettle it boils all the faster. [*She follows Mrs. Finn.*]

POLLY. [*Trying to protest.*] But—Mother—

MRS. ADAMS. Get acquainted with Peggy, dear. We have plenty of time.

[*Mrs. Finn and Mrs. Adams go out Right. Polly is furious, but has no chance to say a word, for Peggy and Joey are eagerly trying to entertain her.*]

PEGGY. Come to the table, Polly. [*Leading the way.*] Take this chair [*Motioning the one back Center.*] [*Seeing the shoes on the floor.*] Oh, Polly, I don't see how you could be tired of these! [*She picks up the shoes and almost hugs them.*]

POLLY. Oh—I—ah.

JOEY. [*Goes round the table and seats himself in the chair Right.*] This is my fire engine, Polly, Isn't it beautiful?

PEGGY. [*Going to the chair Left, then decides to put the shoes away. She takes them to the chest.*] I'll put them away. I don't want them to get soiled.

JOEY. [*Insistently claiming Polly's attention.*] Sit there, Polly.

[*Polly seats herself in the center chair.*]

JOEY. This is my fire engine. Peggy made it for me.

POLLY. It's very nice.

PEGGY. [*Coming back from the chest.*] Mother told me you had been away to school. Do you like to go away to school?

POLLY. [*A bit snobbishly.*] Oh, yes. I like it. There's such a nice crowd. We have a great deal of fun.

JOEY. But don't you get lonesome?

POLLY. Lonesome?

PEGGY. [*Seated left at table.*] Joey thinks anyone who goes away from home for a little while must be dreadfully lonesome.

POLLY. Oh, we never have time to be homesick.

PEGGY. I think I'd miss mother, and the boys, dreadfully, if I were away. Didn't you miss your mother, at first?

POLLY. [*Breaking down a little under their graciousness.*] Well—yes, I did. But I became used to it after a while.

PEGGY. I can imagine how you felt. It must have been dreadful.

POLLY. But I can come home for vacations. We have three days more for Thanksgiving.

JOEY. Thanksgiving is a nice day. Last year we had a chicken for Thanksgiving. But this year we're going to have a Pretend Dinner, I guess.

POLLY. A "Pretend Dinner"?

PEGGY. That's what we call it, Polly. We just pretend that—well, that bread is cake—or that we have a big turkey—and sweet potatoes—and pumpkin pie—

JOEY. It's fun pretending. But some day, when I'm a fireman—like this one here—I'll take care of mother. I'll buy her everything—and I'll give her rides in my fire engine, too.

POLLY. [*Wanting to hug him.*] Oh, I'm sure you will, Joey.

JOEY. You bet I will. Are you going to have a "Pretend Dinner" too?

PEGGY. Joey, you mustn't ask questions like that.

POLLY. That's all right. I think, maybe, we'll have a "Pretend Dinner" too.

JOEY. Well, when I'm a fireman, I'll give you a ride, too, Polly.

POLLY. I'd love to have a ride with you on your fire engine, Joey.

[*There is a noise outside; Danny enters.*]

DANNY. Hello, Hello, Hello.

PEGGY. Hello yourself. We have company, Danny.

DANNY. [*Somewhat subdued.*] Oh—

PEGGY. This is Polly Adams. Polly, this is my brother, Danny.

POLLY. Oh, I've seen you before, Danny.

DANNY. When did you see me?

POLLY. Yesterday afternoon. You threw us our paper.

PEGGY. Ha, ha! That's the kind of a paper boy you are, Danny.

DANNY. It wasn't torn, was it?

POLLY. Not one bit.

JOEY. Come over here and sit beside me, Danny.

PEGGY. There's room on my chair.

JOEY. No, Danny has to sit beside me. Look at my picture, Danny.

[*Danny crosses back of the table and sits beside Joey on his chair.*]

DANNY. Swell.

JOEY. We were talking about Thanksgiving before you came home. Polly's going to have a Pretend Dinner, too.

POLLY. [*Suddenly.*] I'm going to have a real party tomorrow.

PEGGY. Are you? A—party?

POLLY. With nutcups and place cards—and candy—and favors—and everything.

DANNY. Thanksgiving Party?

POLLY. Sort of—but, there won't be any turkey. Just sandwiches and things.

PEGGY. That will be wonderful, Polly.

POLLY. I want you all to come.

DANNY. You want us to come?

POLLY. Yes, I do. We'll have lots of fun. There's a big room where we've got all sorts of games and things—and we'll have lots of fun.

[*No one says a word, and Polly misinterprets the silence.*]

POLLY. We can call it a Thanksgiving Party if you want to. Would you like to come to my Thanksgiving Party?

PEGGY. [*Finding her voice.*] Oh, Polly, we'd love to!

POLLY. I—I just found out how—how many things I have to be thankful for.

JOEY. We have lots to be thankful for. We have a nice home.

DANNY. And I have a job selling papers.

PEGGY. And I can help Mother when she has to go out.

JOEY. When I say my prayers it takes so long to thank God for everything, I almost go to sleep saying "thank you."

[*They all laugh.*]

POLLY. Let's see—there's one more brother, isn't there?

DANNY. My big brother Ben. But I don't think he can go to the party.

PEGGY. Why can't Ben go?

DANNY. He has to work, that's why. He can't get home tomorrow till five-thirty.

POLLY. Well, he can come then. He can come as soon as he leaves his work, can't he.

JOEY. Sure he can. Ben likes to go to parties.

PEGGY. How do you know, Joey?

JOEY. I know he does.

POLLY. When does Ben come home?

PEGGY. He had to work a little late tonight.

POLLY. Well, you tell him all about it.

[*Mrs. Finn and Mrs. Adams enter unnoticed from the Right.*]

[*Mrs. Finn is looking so radiantly happy, and so is Mrs. Adams. As she sees Polly at the table she looks happier still.*]

MRS. ADAMS. Well, children, have you been getting "acquainted"?

POLLY. I should say we have, Mother. We're planning a party.

MRS. FINN. Mrs. Adams, this is my boy Danny. Danny, this is Mrs. Adams.

DANNY. [*Rising.*] How-dye-do, ma'am.

MRS. ADAMS. I'm glad to know you, Danny. I understand you're the paper man of the "brood."

POLLY. He brought us our paper yesterday. I saw him, Mother.

MRS. FINN. He took the extra bit for a friend of his that's sick.

MRS. ADAMS. I didn't think I had seen you before, Danny.

POLLY. We're having a party tomorrow, Mother. Peggy and Danny and Joey are coming.

JOEY. Ben's coming, too.

POLLY. Ben's coming right from work.

MRS. FINN. Well, isn't that lovely. But, Polly, did your mother—

MRS. ADAMS. Polly is having a few friends over. We'd love to have the "brood," too, Mrs. Finn.

MRS. FINN. Mrs. Adams, I don't know what to say to you.

MRS. ADAMS. There's nothing to say, my dear. I'm so glad you'll be able to help me.

MRS. FINN. It's an answer to a prayer, that's what it is.

MRS. ADAMS. And you're to take care of yourself. You must, for the children's sake.

[*The youngsters are busy at the table. The two ladies have been talking over Right. Mrs. Adams comes Center.*]

MRS. ADAMS. Polly, dear, don't you think we'd better run along now?

POLLY. Now, Mother?

MRS. ADAMS. It's getting late. [*She goes Left, followed by Mrs. Finn.*]

POLLY. All right, Mother. [*She rises.*] And tomorrow you'll come—about three, won't you?

PEGGY. We'll come. Thank you, Polly.

POLLY. Don't thank me. I'm the one who's to be thankful. I'm thankful that Mother brought me here today, and I'm thankful I met all of you. [*Almost there is a tear in her eye.*] I hope—you will all like me—as much as I like you.

PEGGY. [*Impulsively throwing her arms about Polly.*] We do like you, Polly. You seem like a little sister already.

JOEY. We like you a lots, Polly.

DANNY. It'll be swell to come to your party.

[*Mrs. Adams is at the door with Mrs. Finn, Left.*]

MRS. FINN. I'll tell them all about it. They'll be so happy.

MRS. ADAMS. No happier than I am.

MRS. FINN. All I can say—it's another thing to add to my "Thanksgiving" list.

POLLY. [*Going to her mother.*] We'll see you all tomorrow. If you can come before three, I wish you would.

JOEY. We'll come at two. Good-by.

MRS. ADAMS. Good-by—come Polly. [*They go out Left.*]

MRS. FINN. [*At the table.*] Children—Peggy, Danny, come here. Come here, Joey.

[*Rather wondering they all troop to the table.*]

MRS. FINN. I have something to tell you all. I am so happy, I can hardly tell you.

JOEY. Is it about the party, Mother?

MRS. FINN. No, Joey—not that party—it's about, us.

[*Ben enters Left. He is a tall, dark, earnest-looking boy.*]

BEN. What's about us, Mother?

MRS. FINN. [*Going to him.*] Oh, Ben! You're home earlier than we expected.

BEN. Are you pleased? It's a surprise.

JOEY. We're awfully pleased. We're going to a party tomorrow.

DANNY. You're going, too, Ben.

PEGGY. We're all going.

BEN. Isn't that fine. [*To his mother.*] You look different, Mother. Did something happen?

MRS. FINN. [*Leading him to the table; they are the center of the group.*] Yes, something happened, Ben. I want you all to listen, now. Mrs. Adams has asked us to come over and live in the cottage.

PEGGY. The one you told us about, Mother? The cottage back of their home?

DANNY. I saw it! It has flowers all over it!

JOEY. There aren't any flowers now.

DAN. To live, Mother?

MRS. FINN. Yes. She is going away for a long trip, and Polly will be in school. I am to have full charge of her home. There will be all sorts of jobs for all of you. The cottage will always be our home. We're to move over tomorrow.

PEGGY. But, Mother—you can't take care of that whole house all alone!

DANNY. Mother doesn't have to do it all alone.

MRS. FINN. No, dear. I'm just to have full charge. It will be so—so much easier.

JOEY. And, pretty soon I'll have a real big fire engine.

BEN. Mother, it's wonderful.

PEGGY. We—we won't have a "Pretend Dinner" after all, will we?

MRS. FINN. No matter what sort of dinner, we'll be thankful.

DANNY. Whee, Mother, won't this be SOME THANKSGIVING!

[*They all crowd about her, they are half laughing and half talking at once. The Curtain Falls.*]

SCIENCE AND ART IN READING

Students of education, during the past decade, have given much attention to the science of reading. Progressive eye movement is stressed for its effect on both speed and comprehension. Says Emma Grant Meader ("Newer Types of Oral Reading," *Normal Instructor and Primary Plans*).

"It is to science as well as art that we owe the attractiveness and the sanity of our school readers as compared with the ugliness and foolishness of the prescientific period. Meaningless sentences based on word repetition or phonic elements are not to be found in modern readers."

Mrs. Meader then discusses reading as an art. She commends the movement in the schools of England toward developing a pleasing and grammatical speech, called "received English" in contrast to the pupil's dialect or native English. "We know," she says, "that all the emphasis placed on silent reading and all the mechanical teaching of oral reading in former days have contributed little to such desirable qualities in American speech as resonance, front utterance, pure vowels, distinct consonants, and the elimination of foreign accent and sectional dialects. With the talking motion picture, the radio, increased automobile travel, and our journeyings abroad, America is becoming a speech-conscious nation. . . . The child in our elementary schools today will grow up in an America which will demand not only a grammatical speech, but a pleasing one. . . . Surely the elementary-school age is none too soon to begin the mastery of this art."

"One difficulty with the speech of American children is that their attention has never been called to the beauty of speech sounds. . . . Children should hear prose and poetry beautifully read for at least ten minutes each day. Then they should try it themselves."

A Friday poetry hour, a reading club, a fairy-tale hour, or a story hour are suggested methods along with dramatization of stories such as *Rip Van Winkle*. Mrs. Meader also suggests a daily reading hour in the home. This practice would be a great source of pleasure and culture to parents and children. Suggestions for selections may be found in the grade-school and high-school book lists, published by the N.C.W.C. Sister Anna Louise's little collection of *Poetry for Junior Students* (Ginn & Co.) is excellent.

BEGINNING A COMPOSITION

How often has not the harassed teacher heard students exclaim, when given written assignments, "If I could only get started!" Introductions seem to trouble most students in composition. They are always too long, too short, or irrelevant, if they appear at all. *The Teachers World* (London) for December 17, 1930, contains an excellent article on "Good Composition and Introductory Paragraphs," by Rodney Bennett, M.A.

Wandering beginnings, compositions lost in a maze of introductory paragraphs, questionnaire beginnings, and interesting introductions are described with satisfactory conclusions. Beginnings of famous books are recommended to the teacher as building and laboratory material to acquaint students with excellent samples, and the following procedures are suggested as successful introductions to compositions:

1. General statement concerning universal acceptance or rejection of the assigned or selected topic.
2. Historical survey of the topic.
3. Topical sentence containing the essential elements for intelligent written discussion of the problem.
4. Statement of reasons for consequent analysis, carried out in body of composition by substantiating evidence and exemplification.

Course of Study in Religion

Unit 3

Christmas Cycle

Six Weeks

Doctrine: Baltimore Catechism No. 2. Questions 63, 64.

Learning Objectives: To make the Christ Child a living reality to the child.
Through doctrine and practice to teach the child to know, to love and to follow the Christ Child.
To acquaint the child with Catholic practice.
To inculcate church etiquette.
To develop appreciation for formal doctrine through poems.

FUNDAMENTAL CHARACTERISTICS OF THE UNIT

EXPLORATION

"What do you say when you greet one of your playmates? Would you say 'hello' to the President? What would you say to him? Do you think that a little boy in Germany would say, 'How do you do?' Would a little girl in Italy say something different from what we say?"

PRESENTATION

"Every nation has its own way of greeting. Even the angels have a way of greeting us. When the lovely Angel Gabriel came to tell our Lady that the little Jesus was to be her Son, he said, 'Hail Mary!' Isn't that a pretty greeting? We repeat the Angel's words, for our Lady loves to have us greet her in the same way. When we pass a statue or picture of our Lady she likes to hear us say, 'Hail, Mary!' After the Angel had greeted our Lady he told her a wonderful thing. He said, 'Hail, Mary, full of grace; the Lord is with thee.' And St. Elizabeth added, 'Blessed art thou among women, and blessed is the fruit of thy womb, Jesus.' When we say the Hail Mary we repeat the Angel's words, and then we add some of our own. We say, 'Holy Mary Mother of God, pray for us sinners, now and at the hour of our death. Amen.' If we say this prayer thoughtfully, our Blessed Mother will take care of us always."

PRESENTATION

"What color of vestments did the priest wear on Sunday? How many colors have you seen him wear? He wears these various colors to show the different seasons. Just as the earth puts on white for winter, green for spring, and many colors for summer and autumn, so Mother Church clothes the priest in various colors to show us the spiritual season. Now we have the season called Advent which gets us ready for the coming of Jesus at Christmas time. Every Sunday during Advent the priest wears violet, to remind us to do little acts of charity, little acts of kindness, little things we do not like to do, just to prepare our hearts for the little Jesus. The vestment that shows the color is this. (Show chasuble.) It has a long name which we are going to learn. It is called 'chasuble' and that means 'little house,' because long ago it was sewed together on the sides, and when the priest put it on it was like being in a little house. Over the golden chalice, too, is this cover. (Show chalice veil.) That, too, is colored violet during Advent.

SUGGESTED PUPIL ACTIVITIES

ASSIMILATION AND ORGANIZATION

Paper-cutting of an Angel.
Dramatize the Angel's greeting to Mary.
Visit our Lady's altar in church and say the Hail Mary.
Tell the story of the Angel's greeting.
Recite the poem you learned about the Angel's greeting.
Retell the picture story.
Practice greeting various people.
Learn the correct way to greet people.
Make a greeting card.
Write the name "Mary."
Make a poster using a picture of an Angel. Write the greeting, "Hail, Mary."
Make a booklet of "Thank You" items. Paste the picture of the gift, and write "I thank You, God, for _____."

Cut out chasubles and color them according to the Church colors.
Make a chart of the Church colors.
Color a chasuble red, and write under it, "O God, I love You."
Color another chasuble green, and write, "O God, I hope in You."
Listen to the poem, "The Altar Boy," and name all the colors in the poem.

CORE MATERIAL

POEMS

For memory work:
Gifts—*Julia Johnson Davis.*
Gifts—*Christina Rossetti.*
A Child's Christmas Song—*T. A. Daly.*

For study and appreciation:
Ex Ore Infantium—*Francis Thompson.*
Ballad of the Happy Christmas.
Wind—*Sister Madeleva.*
Christmas Gift—*C. T. Latham.*
Ballad of Christmas Eve—*Joyce Kilmer.*
Children of Heaven—*Father Ryan.*
Why Do Bells for Christmas Ring?—*Eugene Field.*

For enjoyment:
The Lamb Child—*Father Tabb.*
Good Night—*Father Tabb.*
Out of Bounds—*Father Tabb.*
At Bethlehem—*Father Tabb.*
Where Were Ye, Birds?—*Father Tabb.*
Stars (second stanza)—*Kilmer.*
Christmas Carol—*Sara Teasdale.*
Jesus Answers from the Crib—*Ennis.*
Like One I Know—*Nancy Campbell.*
A Little Child at the Crib—*Leonard Feeney.*
The Altar Boy—*Leonard Feeney.*

Editor's Note. There is presented herewith two units selected from the eight units that make up the course of study in religion for the first grade in the Chicago schools. These units are rich in suggestion, and give abundant material for work for approximately ten weeks. Every class will not necessarily study all the material presented.

This curriculum in religion which has been presented in these pages during the past year is the basis of this teacher's plan of action in her classroom. It is a translation into student and teacher activities of the materials of the curriculum. It illustrated the steps to be taken in making curriculum materials ready for classroom use.

The first grade course of study complete in this form is available through the Bruce Publishing Company, Milwaukee, Wisconsin.

What do you think the priest will wear on Christmas Day to show how glad we are that Jesus is born? Yes, white is the color he wears on glad feasts. What color does he wear when he prays for the dead? Now you know three colors: violet for Advent; white for happy feasts; black for the dead. Another color you will see him wear is red. He wears this color when he shows us how some saints suffered for Jesus. Red is the color of blood, and many saints shed their blood for Jesus. Once in a great while he wears green when he wants to show God how we hope in Him. Green is the sign of hope. Watch at Mass on Sundays and you can tell what kind of feast it is by the color of the priest's vestments.

"Not many more days and it will be Christmas. You've counted the days, and the time seems longer than it really is. Who was counting the days before the first Christmas? Yes, our Lady was longing to see the little Jesus, and so she was getting ready for the first Christmas night. There was a census being taken at the time, and every man had to go to the city in which he was born. If we had to do that when the next census is taken, how many would have to travel to another town? Who would have to go to another state? Our Lady and St. Joseph had to leave their little home at Nazareth and travel to Bethlehem, for that was where they had to be counted. When they arrived in Bethlehem, they could find no place in any hotel. In those days they called hotels 'inns.' 'There was no room in the inn.' They were so very tired and hungry that at last they crept into a cave, and there at midnight Jesus was born. Here is a picture of the Cave. Our Lady wrapped the little Jesus warmly and placed Him in the manger.

"Just imagine how brightly the stars shone that night; how glorious the sky was; how the wind sang. Upon the hills there were shepherds watching their sheep. One of the angels told them the good news: 'Fear not, I bring you tidings of great joy. For this day is born to you a Savior, Who is Christ, the Lord.' Then a host of angels came winging swiftly through the skies singing, 'Glory to God in the highest and peace on earth to men of good will'; they went swiftly through the skies toward Bethlehem. In this picture you can see how frightened the shepherds were. Even the dog is afraid, but the angel says, 'Fear not.' Then the shepherds said, 'Let us go over to Bethlehem, and let us see.' They walked quickly to the Cave to see the little Jesus, and one little shepherd boy brought Jesus a little lamb, and another brought Him a puppy he had. I wonder which gift Jesus loved more. Which would you rather have? When Jesus came down to earth to be our Brother, He was our first and greatest Christmas Gift.

"Far away in distant lands there were wise men watching the skies for the Christmas Star, and just at this time they saw it. There was no other star like it for it shone like a great jewel. Three of these wise men mounted their camels and rode swiftly through the desert and over the hills to Bethlehem. They wanted to find Jesus and thank Him for coming to Earth to be our Brother. When they came to the house at Bethlehem, the camels knelt down and the Three Kings dismounted, and taking costly gifts of gold, incense, and myrrh, 'falling down they adored Him.'"

Study many Christmas pictures:
Announcement to the Shepherds.—
Plockhorst.

Holy Night — *Correggio.*

Madonna and Child — *Carlo Dolci.*

Madonna of the Chair — *Raphael.*

Star of Bethlehem — *Piglhein.*

Study poems that fit the pictures.
The Lamb Child — *Father Tabb.*
Ballad of Christmas Eve — *Joyce Kilmer.*

Where Were Ye, Birds? — *J. B. Tabb.*
At Bethlehem. — *J. B. Tabb.*
Second stanza of Stars. — *Joyce Kilmer.*

Sandtable construction:

The Cave.

Model the sheep on the hillside.

Model the camels of the Three Kings.

Cut out the Christmas Star.

Make a star booklet.

Listen to the poem, "Ballad of the Happy Christmas Wind."

Make believe you are the happy wind, and pantomime the Ballad.

Study many Christmas pictures here.
Select your favorite Christmas picture and recite the poem that fits the picture.

Study "A Child's Christmas Song," by *Tom Daly* and write your own poem about your Christmas horn.

Study the poem, "Ex Ore Infantium," and dramatize the part you like best.

Pantomime your favorite Christmas picture.

Announcement to the Shepherds — *Plockhorst.*

Dramatize the story of the Three Kings.

Make a poster for the story.

Listen to the Poem, "Christmas Gift" by *C. T. Lanham.*

Name the pets you have had.

PICTURES

Announcement to the Shepherds — *Plockhorst.*

Holy Night — *Correggio.*

Madonna and Child — *Carlo Dolci.*

Madonna of the Chair — *Raphael.*

Star of Bethlehem — *Piglhein.*

HYMNS

Dear Little One

What Lovely Infant Can This Be?

Come Gather Here, Children.

ENRICHMENT — TEACHERS' REFERENCE

- The Gospel according to St. Luke.
 The First Worshippers — *F. W. Fäber*.
 (Adapted from Bethlehem edited by Winifred Mary Hill.)
 The Mirror of the Months — *Sheila Kaye-Smith*.
 The Months With Mary — *Daniel A. Lord*.
 A Child's Garden of Religion Stories — *Matimore*.
 Ben Hur — *Wallace*, Book 1—Chapters XI, XII, XIII, XIV.
 The First Christmas — *Van Dyke*.
 The Other Wise Man — *Van Dyke*.
 The Welcome — *Leonard Feeney*.
 The Lonely Crib — *Leonard Feeney*.
 Christmas Poems — *Father Tabb*.
 The Little Ones — *Mary Eaton*.
 The Mass — *Joseph A. Dumney*.
 Modern Psychology and The Mass — *J. A. O'Brien*.
 Holy Mass — *Mother Loyola*.
 Practical Suggestions for Teaching the Liturgy of the Mass — *Wm. Busch*.
 The Magazine, *Orate Fratres*, Liturgical Press, Collegeville, Minnesota.
 To the Heart of the Child — *Josephine VanDyke Brownson*.
 A String of Sapphires — *Helen P. Eden*.
 A Child On His Knees — *Mary Dixon Thayer*.
 The Life of Christ in Pictures — *Grace Keon*.
 The Wonder Story and The Wonder Gifts — *Marion A. Taggart*.
 Practical Aids for Catholic Teachers — *Aurelia-Kirsch*.
 Christ, Our Brother — *Karl Adam*.

Unit 4

Christmas Cycle

Four Weeks

Doctrine: Baltimore Catechism Number 2. Questions 63, 64, 75.

Learning Objectives: To increase the love of the children for the Christ Child.
 To give Jesus as a model for their imitation.

FUNDAMENTAL CHARACTERISTICS OF THE UNIT

SUGGESTED PUPIL ACTIVITIES

CORE MATERIAL

EXPLORATION

When you were still a wee, tiny baby, where did mother or daddy take you? Do you know the first place they brought you to? They wanted you to be God's child and they wanted the priest to bless you, so they took you to church.

PRESENTATION

Mary and Joseph did the same. They took baby Jesus to the temple, which was something like a church. There a very holy old priest, called Simeon, was waiting for them. He had always wanted to see baby Jesus before he died, and now Mary and Joseph brought little Jesus for him to bless. He took Jesus in his arms, and said a beautiful prayer of thank you, to God. Then St. Joseph gave Simeon the two doves he had brought in the cage. Simeon blessed baby Jesus once more, he blessed Mary and Joseph, and they went back home.

EXPLORATION

When the three kings, who had visited Jesus in the stable, went back home, they did not take the same way they had come. Why did they take a different road?

PRESENTATION

During the night when all were asleep, God sent a messenger, a beautiful angel, to Joseph to awaken him and bid him take Mary and baby Jesus to Egypt as fast as he could. The angel told him to fly because the wicked king Herod was sending his soldiers to kill little Jesus. Joseph quickly told Mary, and in a few minutes they were on their way to a far, far country called Egypt. A little later the soldiers came to the stable to find Jesus, but He was gone. He was sleeping in His mother's arms, miles and miles away.

ASSIMILATION AND ORGANIZATION

Trace two doves, cut out and make a poster.

Construct a paper cage for the doves.
 Model a dove.

Construct a paper dove with spreading wings.

Put a few coins aside for your weekly collection.

Repeat the ejaculation, "Infant Jesus, bless us."

Say "Thank You" to God for making you a Catholic, and sending you to a school where you learn about baby Jesus.

Illustrate the journey to Egypt on the sandtable. Show also the home of the Holy Family in Egypt.

Draw or construct pyramids, sphinx, palm trees, etc.

Make posters representing a desert scene or Egypt.

Ask Jesus very often, to hide in your little heart.

Visit another classroom, and tell the children about some of the pictures you have of the Flight into Egypt.

Make a booklet by mounting catalogue pictures of the Infant Jesus and writing stories of things Jesus did as a boy.

Tell what you think Jesus did in the carpenter shop, after you study the poem "Nails."

HYMN

Baby Jesus Smiling.

PICTURES

The Presentation—*Carpaccio*.
 The Flight Into Egypt—*Hoffmann*; *Bouguereau*; *Plockhorst*.

Repose in Egypt—*Plockhorst*; *Merson*.

The Christ-Child—*Ittenbach*.
 The Childhood of Christ—*Hoffmann*.

The Holy Family—*Carl Mueller*.

Christ and the Doctors—*Hoffmann*.

Finding of Christ in the Temple—*Holman Hunt*.

Dwell on the hardships of the journey, and relate a few legendary episodes that occurred during it.

When Jesus returned to Nazareth with His parents, He was about the age of first-grade children. Consequently little talks on how Jesus helped, obeyed, and loved His parents, as well as how He played with His companions, said His prayers, etc., will encourage imitation of their Divine Model.

EXPLORATION

Were you ever lost? What did your mother and daddy do? Where did they find you? One day little Jesus was lost. How worried Mary and Joseph were! How long do you think they had to look for Him? Can you guess where He was?

PRESENTATION

Mary and Joseph loved to go to the temple to pray. A temple is something like a church. One time they took Jesus with them. He was just a boy, yet He walked all the way with His parents. When they came to the temple they said their prayers, and started back home. Mary walked with some of the other women, and Joseph with some of the men. Mary thought that Jesus was with Joseph, and Joseph thought that Jesus was with Mary. They walked and walked, until it began to get dark. They were all too tired to walk any more so they put up tents to sleep in over night. Then Mary met Joseph. "Where is Jesus?" they both asked. Mary did not know. Joseph did not know. All the people were asked if they had seen Jesus, but nobody knew where Jesus was. Poor Mary and Joseph were so tired, but they walked back and looked everywhere, for three days and nights, until they found Jesus. He was in the temple, telling the people there about God.

Make a chart of carpenter tools by cutting out a workbench, a hammer, and saw, etc.

Suggest thoughts for a morning and night prayer, and ask your teacher to help you learn these prayers.

Attend Holy Mass every Sunday and Holyday.

Tell what pictures you see when the poem, "A Mother's Quest," is read to you.

Work hard at your lessons in school, so that you can answer questions, and tell other people about God, as Jesus did in the temple.

Make a visit to church, and thank Mary and Joseph for finding little Jesus.

Tell your playmates one of the stories you learned about Jesus.

Draw, model, or construct a church (temple).

Dramatize, pantomime, or retell any of the stories suggested by the pictures or poems of this unit.

POEMS

For memory work:

Nazareth — *Wm. Doyle* (first stanza).

Nails — *Leonard Feeney, S.J.*

Hide and Seek — *Father Tabb.*

For appreciation and enjoyment:

Ex Ore Infantium — *Francis Thompson.*

For study:

A Mother's Quest — *Hugh F. Blunt.*

ENRICHMENT — TEACHERS' REFERENCE

The Little Ones — *Mary Eaton.*

A Child's Garden of Religion Stories — *Matimore.*

Practical Aids for Catholic Teachers — *Aurelia-Kirsch.*

To The Heart of The Child — *Josephine VanDyke Brownson.*

The Wonder Story — *Marion A. Taggart.*

The Wonder Gifts — *Marion A. Taggart.*

Religion — Course I — *MacEachon.*



RED CROSS ANNUAL ROLL CALL

From Armistice Day, November 11, to Thanksgiving Day, November 26, 1931, the American Red Cross and the American Junior Red Cross will hold its Annual Roll Call for membership.

The year 1931, the 50th Anniversary of the Red Cross Service, has been a busy year of service to mankind.

In an address at the 1929 convention of the Red Cross, His Eminence Archbishop Curley expressed a desire that every American be enrolled in this society of mercy.



Practical Aids for the Teacher

Editor's Note. On these pages we shall present summaries of and quotations from recent articles and books on the practical problems of the classroom teacher and administrator.

A special invitation is extended to Catholic teachers, supervisors, pastors, and principals to contribute to these columns descriptive articles on methods of teaching or the interesting results from projects they have developed in their classrooms.

PSYCHOLOGY APPLIED TO ARITHMETIC

Luvella J. Kregel

Editor's Note. Here Miss Kregel has made a practical application of five psychological principles quoted in *The Child-Centered School* (pp. 198-201) to the teaching of one unit of work in eighth-grade arithmetic; namely, insurance. The same principles may be applied to any other unit of arithmetic or to any other subject in the curriculum.

Teaching Unit: Life Insurance

The principles discussed are:

1. The principle of simplification.
2. The principle of providing a succession of easy stages of development.
3. The principle of enrichment, providing a broad variety of experiences.
4. The principle of emphasis upon creative activity and constructive doing.
5. The principle of integration of experiences with other life experiences.

I. The principle of simplification.

Herbert Spencer wrote, "The mind likes that which it knows." Learning cannot take place unless an association is made with previously acquired knowledge. One of the best methods of providing for such associations is to *anticipate and enumerate the possible experiences* of children for each unit. These may be leads through which the teacher can motivate her work. (Actual inquiries may sometimes be interesting and valuable.) All worth-while experiences cannot always be used in motivating the work; therefore, the preference should be given to those most frequent and valuable in life. The child may be led to regard experiences as valuable even though he has not had the experiences himself.

Below are some of the anticipated experiences which the child studying insurance may have had:

1. Some of the children have been carrying policies themselves for a number of years.
2. They may have seen fires in the neighborhood and discovered that the owners did not lose very much because the buildings were covered by insurance.
3. Insurance agents may have called at the home to sell life or fire insurance.
4. An accident may have occurred in the family and payments have been made by the company.
5. Parents may have discussed the payments of their insurance premiums.
6. Children may have seen advertisements of insurance companies in newspapers.

(Upon inquiry, 45 8A pupils were found actually to have had these experiences.)

The textual part of the problem should be carefully worded so that the child may get the full intent of the problem. A vocabulary foreign to the child and the injection of much irrelevant material makes enigmas of material which should be problematic. It is quite evident that a different sort of memory is required to get "the story of the problem" than

to recall the numbers. Two readings of the problem is not uneconomical. The first is to get the textual part of the problem; the second, to get the number relations.

II. The principle of providing a succession of easy steps in development.

Teaching resolves itself into locating difficulties (diagnosis) and then into motivating and teaching the difficulties (remedial work). In order to do this well, inventory tests should be given before any mathematical problems have been introduced. These should be carefully diagnosed so that drill work may be placed more intelligently where it is needed. It seems quite uneconomical to wait until errors and difficulties appear and become strengthened through wrong usage. In the solution of the problems in the inventory tests, the child will discover his weaknesses in facts or processes essential for the mastery of the unit of work. The need for drill on particular processes and facts is motivating in itself. It is surprising how readily pupils respond to drill work if they know the purpose for it and that it has not been superimposed upon them. Through drill, essential bonds are established.

Teaching the steps in problem solving simplifies the procedure for the child. Some of the most helpful steps are given:

1. Read the problem twice—once to get the "story" and again to get the numbers.
2. What fact or facts are to be found?
3. What arithmetical process should be used?
4. Estimate the answer.
5. Work the problem carefully.
6. Check the work and compare it with the estimate.

A series of thought problems without numbers gives pupils the necessary social background for the unit. Since the modern curriculum is a functional one, units of work are in themselves expressions of experiences of social worth. Thought problems have certain psychological values well known to present-day educators. They stimulate and challenge thinking and invite organization of material. Pupils should be encouraged to bring in problems that come up in connection with their home or community life and are relevant to the unit at hand. Thought problems may be graded so that differentiated assignments can be made.

Life Insurance Thought Problems

1. What are the various kinds of life insurance offered today?
2. Name some of the leading insurance companies in the United States; in your own city.
3. Give the history of a prominent life-insurance company.
4. What advantages are there in taking out life insurance early in life?
5. Why should fathers particularly carry insurance?
6. How can an insurance company afford to pay the face of a policy if the insured person dies after having paid only one premium?
7. Under what circumstances could insurance companies go into bankruptcy?
8. If the insured no longer desires to carry a policy, will he lose all he has paid in?
9. What particular advantages do the following kinds of insurance policies offer: ordinary life, endowment, limited life, and term insurance?
10. How is a life-insurance company managed?
11. What is a mutual life-insurance company?
12. Why are income plans of settlement to beneficiaries usually better than full payment?
13. Can loss of life be expressed in terms of wealth?

14. Suggest four reasons why people should carry some form of life insurance.

Vocabulary to be acquired: Beneficiary, loan value, ordinary life, term insurance, endowment, premium, rate, annuity, 30 days of grace, cash value, income options.

III. *The principle of emphasis upon creative and constructive doing.*

Some difficulties encountered in the teaching of arithmetic are due to the absence of arithmetic textbooks which have sufficient material in them to bring about mastery in the subject, the absence of material in the form of problems which have a bearing on local conditions, and the absence, in many localities, of a detailed and comprehensive course of study which has attached to it a bibliography of surveys and experiments carried on in this subject. To meet these deficiencies the teacher with her pupils will have to collect sufficient material of local interest which can be utilized in constructing a large number of problems that have meaning and bring about mastery. Children can assist in problem making as well as solving. They become coworkers.

Carefully guided projects will both stimulate interest and get pupils closer to actual life situations. Occasionally, one pervasive problem may be used as a lead for the work that follows:

Projects for Insurance

1. Dramatize the conversation between a life-insurance agent and a prospective life-insurance customer.

2. Dramatize an incident of adjustment after a fire.

3. Impersonate an insurance agent and try to sell a policy from a particular company to the class, stressing all the unique features it embodies.

IV. *The principle of integration of experiences gained in one subject with life experiences.*

One of the salient requirements of a teaching procedure is that it be developmental. Organization, assimilation, and gradual unfolding of the subject occur simultaneously in a developmental procedure. The units become accelerating accumulative bodies of knowledge. They become accelerating if they have been sufficiently motivated so as to become a part of the pupil's dynamic self. When pupils build their own problems upon special local interests and their visitation to these places of business they gain vicarious experiences which are invaluable to them. An agent of a concern may be invited to give detailed information to the class after the unit has been studied. The thought problems suggested in this paper tie the unit to present life situations. In problems with numbers, the figures used should, as far as possible, correspond to those used by firms in the community. Interest in the other person's job and realization of his needs does not only make the pupil a more intelligent citizen, but it creates sympathy and understanding for the endeavors of mankind. These kinds of problems have meaning for the pupil. Not only should provision be made for enrichment of thinking and the proper fixation of newly acquired knowledge, but for the establishment of habits of accuracy, honesty, and neatness.

ORAL VERSUS WRITTEN WORK

"The relative amount of oral and written expression one uses in a lifetime should be a fair gauge for school practice," observes John A. Strong in the *Chicago Schools Journal*.

"Probably more than nine tenths of our expression is oral, yet we drudge away at written work. We are horrified at a poor paper, its form, its writing, its spelling, its composition, but our ears are not sensitive to the monstrous English that assaults them daily—mouthed, mumbled, indistinct, mispronounced, badly constructed.

"What are we going to do about it? It is doubtful if there

is anything we can do of great benefit to our pupils than to lead them into the ways of pleasing speech—pleasant, natural voices—not high pitched, loud, and strained—clear enunciation and correct pronunciation. Here the teacher's voice should be a model. If it isn't so naturally or usually it should be made so. This ideal carried into oral reading, conversation, and recitation work of all sorts should and will produce a pleasanter spoken generation. Many 'famous screen stars' have failed in the talking pictures because they squawk, or squeak, or are otherwise unpleasant to listen to. There should be much more good oral work."

PROJECTS FOR THE SEWING ROOM

Miss Anna Miller

The oiling lesson is most valuable to the students, because it will enable them to give their machines at home proper care and also help to keep the machines in the classroom in perfect running order. The proper care of machines in the classroom by the pupils themselves, together with a periodical inspection by the manufacturer of the machine is bound to result in a noticeable cut in repair requisitions and machine troubles.

Cleaning and Oiling

If the sewing machines are used continuously all day, they require daily oiling and cleaning. If used moderately a few hours a day, oiling and cleaning once or twice a week is sufficient. A sewing machine, like all other machinery, will not give proper satisfaction if the working parts are allowed to become dry or gummed with a poor grade of oil. A treadle sewing machine that has not received the proper care will run hard, and considerable energy is wasted by using a machine in this condition. An electric sewing machine will not attain its full speed unless the machine head is properly oiled and the motor lubricated. The pupils should be trained to do this work with recurring regularity and always to remove any dust, lint, threads, etc., before oiling any part of the machine or stand. Especially is it necessary to remove all lint, threads, etc., in and around the bobbin case, where the formation of the lock stitch takes place.

Oiling Machine Head

The teacher should provide herself, in anticipation of this lesson, with a chart showing the oiling points of the machine head. These points can be shown to the pupils and the entire class taken through the oiling process in unison, taking one step at a time. If the teacher is unable to obtain a chart showing the oiling points of the machine, she should consult the instruction book, which gives full details on this important phase of sewing-machine operation. The equipment necessary for the proper cleaning of a machine consists of a piece of cheesecloth, a large screw driver, a small screw driver, and a stiletto.

Care should be taken to use a high grade of machine oil and one drop should be placed on each bearing and each point where there is any friction. It is poor economy to use oil of doubtful quality as it may gum on the working parts and make necessary a complete overhauling of the machine by a competent repairman. Many household oils are not suitable for sewing-machine use. It is best to be safe and purchase oil from a sewing-machine manufacturer.

Oiling of the Stand

All working parts of the sewing-machine stand should be well oiled and kept free from dust by an occasional thorough cleaning. A treadle that does not work freely usually needs oiling. In this case, the teacher should observe the oiling points as shown in the instruction book and one drop of oil is sufficient on each oiling point. By taking this precaution

there is no danger of soiling the floor or the clothing of the operator directly after oiling. If the machine head and treadle are both oiled regularly, the machine will operate with much less effort.

Oiling Bobbin Winder

To insure smooth running of the bobbin winder, the oiling points should be observed and care taken to see that they are not neglected when the rest of the machine is oiled. Do not allow oil to come in contact with the rubber ring on the bobbin winder, as oil softens the rubber and causes it to slip on the hub of the balance wheel. When this happens, the only remedy is to replace the ring. If the bobbin winder does not run smoothly, it is usually because it is in need of oil.

Removing Gummed Oil

If the machine has been idle for several weeks and runs hard, it is probably due to gummed oil. When a machine has become gummed, all working parts should be carefully oiled with kerosene or gasoline. This will loosen the old oil if not too badly gummed. Run the machine rapidly for a few minutes and wipe thoroughly with a piece of cheesecloth. Then oil all working parts with high-grade sewing-machine oil. A second oiling after a few hours of use is advisable whenever kerosene or gasoline has been used. If the machine does not run freely after this treatment, it should be examined by a skilled sewing-machine adjuster.

Lubricating the Motor

It is just as important to lubricate the motor periodically as it is to oil the sewing machine regularly. This insures easy running, enables the motor to attain its maximum speed, makes it more immediately responsive to the touch of the operator on the controller, and prevents unnecessary wear of parts. A motor that is run every day should be lubricated about twice a month, but for irregular use about once every two months is sufficient. Most sewing-machine motors require lubricating rather than oiling and the teacher should be careful to instruct the pupils accordingly. The book of instructions gives full details regarding the lubricating of the motor.

The proper attention to the cleaning and oiling of the sewing machine, and lubricating the motor, will not only keep the machine in the classroom in first-class sewing condition, but will result in a real economy for schools with a corresponding decrease in maintenance expense. Most repairs that the sewing-machine stores are required to make may be traced to neglect of this important detail.

THE TEACHING VALUE OF THE FILMS

Carolyn Kay Shafer

The old Chinese proverb, "One seeing is worth a thousand tellings," applies nowhere with greater force than to educational motion-picture films. Every schoolroom should have a projection machine and supplement textbook teachings with pedagogic pictures designed for schoolroom use.

Teaching is ever a quest of new means that may efficaciously help in the noble task of molding the young mind; and in the pursuit of its immediate and remoter aims teaching necessarily fulfills an essentially social mission. Everything possible, therefore, should be done to bring about a more perfect teaching system, aiding by all modern discoveries and perfected methods. Teachers and scholastic authorities cannot fail to agree in recognizing the instructive value of the motion picture as a means of demonstrative teaching, provided, of course, the films answer the scholastic and psychological requirement, both in subject matter and in form.

As a vehicle of instruction the film should be regarded merely as an auxiliary means in any branch of learning. It

must be subsidiary to the method of instruction, never *vice versa*. Motion pictures should be made to respond to the understanding, the age, and the experience of the children viewing them. Some persons foresee as one of the consequences of the more general adoption of sound film for teaching, the necessity of a general and radical revision of the textbooks, some go so far as to prognosticate their being done away with altogether. According to some, the conjugation of words and colors in teaching films ought to make it possible to learn more in ten minutes than one can learn in an hour from books. Nevertheless, since teaching is both an art and a science, and not a mechanical process, no new method of teaching can avail without the counsel and the personal influence of the teacher. We must retain teachers. This much, at any rate, is acknowledged on all hands, since the pupils as well as the teacher must be acquainted beforehand with the subject matter of the films.

The attempts made by educators to arrive at a more simple and didactic method introduced into the schools the placard and the large graphic illustrations, the technographic maps, and, in the past century, the magic lantern; but the motion picture has done more. It entertains while it teaches, and it awakens in the children an exceptional and absolutely new interest for the problems of culture and science. The darkness necessary during the showing of a motion picture arrests the attention of a child. It tends to develop a state of suggestibility which is the essence of this method of instruction. The lessons should command the projection, not the projection the lesson. A few moments of relaxation and freedom are necessary after each screening, to enable the pupils to exchange their impressions, to ask explanations of their teachers, and to take notes of what they have seen.

As a teaching tool, the motion picture is used in classroom work to make the lessons more understandable and more securely grasped by the child. Consider, for example, natural history. Textbooks on this particular subject are likely to be abstract and obscure, but the wonderful visions obtained with moving pictures have awakened the enthusiasm of the children for the secrets of nature. The moving picture can offer to the astonished gaze of the child, the spectacle of the process of the complete metamorphosis of the caterpillar into a butterfly, within the space of a few moments; it can show him the life that exists in the smallest leaf, the slow process of growth in a plant from the moment it springs from the germ to the opening of its blossoms.

The motion picture is already playing a most important part in the educational system throughout the country and this part will increase as quickly as suitable films are ready for distribution. The film can be a powerful auxiliary to the teacher in the humblest school and to the professor of the most famous university. He can give to his words a demonstrative value which, unattended by the film, they would not possess.

EVALUATING WRITTEN WORK

In a discussion of objective measurements in English, appearing in the *Educational Research Bulletin* for November 19, 1930, Miss Elva Lyon gives the following four points for evaluating written work:

1. Thoroughness of problem analysis, with special emphasis on time.
2. Organization of discussion of analysis.
3. Choice of language.
4. Conciseness and clearness of expression.

Teachers who encounter difficulty in marking compositions objectively will find these points a simplified solution when confronted with that task in the future. Though grammar, punctuation, and spelling are not referred to directly in this system, they are included indirectly under points three and four.

BEAUTIFYING THE CLASSROOM

Sister M. Angela

"A thing of beauty is a joy forever." We cannot help seeing this in every worth-while enterprise of life. Each year railroad companies spend thousands of dollars in calling to our attention the beauties of nature over which they may transport us. The luxury of our accommodations is also well impressed. Theaters are made enticing by their velvet trapings and their myriad lights. Large stores, to make their display windows attractive, put forth their best endeavors. In the home the mother is ever and always thinking, planning, and scheming ways and means of improving the different rooms in the house. She spares neither time nor labor to make home a sweeter and better place in which to dwell.

Now, if in all these departments of life, which in themselves are alluring enough to entice and hold us, it be found necessary to put forth efforts to keep our eyes feasted, our hearts happy, and our minds contented, how much more so is it expedient to adorn the classroom?

Each day the teacher may set forth equipped with golden spurs, but to the average child the school is and has always been a house of bondage. The sunshine goes out of his soul as he approaches the building, and it lies within the teacher's power to dispel the darkness by means of her creative and artistic instinct.

"And he who gives a child a treat,
Makes joy-bells ring in heaven's street."

Fortunately in most of our classrooms the walls are hung with beautiful pictures of Christ, His Blessed Mother, the Angel Guardian, and popular and favorite saints. These ever serve as inspirations to both teacher and pupils.

In the classrooms of modern schools, panels covered with burlap or some such material, are placed in fitting places for the purpose of decorating or displaying. The space devoted to this purpose is considered almost as important as blackboard space. In this respect the older schools can nicely keep pace with modern schools, by having a strip of burlap placed above the blackboard. When compared with the results that accrue therefrom the cost is comparatively small.

Each month the room should be transformed and regaled according to the season. The change must be timely, for it would be well-nigh unpardonable to have, for example, Christmas decorations adorning the room in January.

"How many things by season season'd are
To their right praise and true perfection."

Perhaps a few suggestions might be in order here.

September. Safety pictures and posters. Early fall flowers.

October. Pictures of Columbus and his ships. Historical pictures pertaining to early explorations. Halloween witches, cats, bats, goblins, and Jack-O'-Lanterns.

November. Harvest scenes, horns-of-plenty, turkeys, Thanksgiving festivities, Indian life, and Pilgrims.

December. Crib, bells, wreaths, Santas, holly, and poinsettias.

January. Pictures portraying winter and scenes from Eskimo life.

February. Pictures of statesmen, poets, and historical events. Flags, eagles, and other patriotic emblems.

March. Dutch scenes, windmills, shamrocks, harps, and colleens.

April. Easter lilies, spring flowers, rabbits, chickens, and colored eggs.

May. A little shrine for the Blessed Mother and a series of Madonnas pasted on pretty blue mounts. Dainty flowers, birds, and butterflies.

June. As Flag Day occurs this month, flags, shields, and the patriotic emblems should be outstanding features. Circus animals are most appropriate for the final embellishments. The pupils' drawings and handiwork must have a conspicuous

place allotted to them. These may be changed weekly. The drawings and poems of the month could harmonize perfectly with the decorations.

The question may arise as to where such materials may be found. Crêpe paper is the fairy godmother in most cases, and she can bedeck while you wait. A roll of paper can be made to go a long way when the figures and scenes are separated. Every girl revels in cutting out. Again, gas and electric-light companies nearly everywhere supply the safety pictures. On calendars and in many magazines can be found beautiful scenes. However, gaudy calendars and advertisements should find no place in the classroom. It must be borne in mind that children delight in colors, and no matter how beautiful sepias and the like may be, they will not appeal to children as colors will.

Now, who is to do this continual decorating? The children, most assuredly. They will like it much better and appreciate it more, if it is the work of their hands. The teacher, after the first few lessons on spacing, symmetry, and the like, becomes the proverbial signpost. She gives an occasional suggestion, shows the youthful decorator, now and again that her eyes see a bit straighter than his, and, above all, says an enthusiastic, "Splendid!" when his work is completed, as "Nothing succeeds like success." In the case of decorating in the lower grades, the pupils could not be depended upon, nor would they be able to accomplish this work, but the teacher of the seventh or eighth grades would be only too pleased to appoint a few trustworthy, reliable, and capable children to assist the teachers in these grades. Before and after school hours this work should be done, as it would be altogether too distracting during the school session.

Valuable lessons may be taught in connection with decorating. It is not merely a case of satisfying the eye, and creating an atmosphere; accuracy and system come into play, too.

Order should be the keynote of every classroom. What teacher would accept careless, slovenly, disorderly written work? How ridiculous, then, to have pictures reposing at all angles upon the walls. One lesson that could be taught right here is order, care, and precision.

A big splash can seldom, if ever, be artistic. A conglomeration of unharmonizing colors is an eyesore. The lesson of "a little, but that little well done," and the all-important lesson of color blending can be nicely interwoven here, and unconsciously the children are learning little facts that will greatly aid them in later life when it devolves upon them to select clothing for themselves and furnishings for their homes.



IMPROVING POOR READING

One of the most important equipments for life is an adequate vocabulary. Perhaps there is no more simple or lasting way to acquire and enlarge sight vocabularies than through actual practice in reading. Hand in hand with an increased sight vocabulary, is improvement of reading. Effective methods for enlarging pupils' sight vocabularies are listed below. They were contained in an article by Georgia Davis, in *The Elementary School Journal* for January, 1931.

Conduct drills every day on the words that pupils do not know. These words can be collected during the oral- and silent-reading periods. Give much easy reading in which the unfamiliar words occur.

Vary the position of words and phrases in content by devising new stories in which the troublesome words are found. These stories can be written on the blackboard or on the hectograph.

Encourage each pupil to keep a list of common words with which he has had trouble and to go over the list from time to time in his leisure periods.

Encourage pupils to make a word a sight word after they have unlocked the word in study.

AMERICAN EDUCATION WEEK

November 9-15

From the 9th to the 15th of November, the schools, the press, and the general public will observe the Eleventh Annual American Education Week. The general civic program for this observance is sponsored by the United States Office of Education, the American Legion, and the National Education Association.

The Department of Education of the National Catholic Educational Association is preparing a program for the week's observance by Catholic schools and organizations. The general subject of this program, which will be published soon in all Catholic newspapers, is Catholic Action.

The program for American Education Week outlined by the national organizations referred to in the foregoing is as follows:

General Topic: What the Schools are Helping America

To Achieve —

Monday — In Economic Progress

Tuesday — In Child Health and Protection

Wednesday — In Citizenship and Loyalty to Law

Thursday — In Improvement of Rural Living

Friday — Through a Higher Level of Intellectual Life

Saturday — Through the Enrichment of Adult Life

Sunday — Through High Ideals of Character and Home Life



THE SIGHT-SAVING CLASS

Alice F. Loomis*

In recent years, in a few places, special sight-saving classes have been organized. The number is growing rapidly and at the end of 1929, 350, distributed in 95 cities and 21 states, could be counted. But this number seems a mere drop in the bucket when we learn that approximately 4,650 such classes are needed to accommodate the children who should have this special care.

This crying need is being made the chief concern of the subcommittee on the blind and visually handicapped, of the White House Conference on Child Health and Protection, on which the National Society for the Prevention of Blindness is actively represented, and we may expect a stimulus to the movement through their studies and reports.

The fundamental problems in sight-saving classes are to save the residue of sight in each child in the class, and to keep him on the same educational level as other children of his age in the regular classes. There are two types of sight-saving classes. In the first, the children remain through their school life as a segregated group. In the other, they are thrown as much as possible with the normal children of their age. They go to the regular grades for oral work, physical education, or rote singing, returning to the special class for any work requiring concentrated use of the eyes. The latter type of class is growing in favor since it tends to throw the children more nearly into normal life.

Since each child is an individual problem the classes must necessarily be small and as one class usually serves a whole school or perhaps a whole neighborhood the pupils are of all ages. Though the methods of conducting sight-saving classes are constantly being revised and improved, there are certain conditions and certain equipment which are fundamental: Sufficient light for every child; absence of glare from blackboards, desk tops, walls, or books; adjustable seats and desks; typewriters with large-sized type, and books printed in 24-point or larger type.

The children are given enough "book knowledge" to supply them with an educational foundation, but no effort is made to encourage in them a love of reading, which in later life could never be safely indulged. Throughout their school career they are being taught how to adapt themselves to their limitations,

and how to care for their sight after they leave school. To a certain extent the schools are prevocational, and experiments are being tried in making a truly vocational junior high school for children handicapped through poor vision. In Detroit and Cleveland vocations for girls and boys respectively are being analyzed to determine the opportunities they offer. Courses for the training of supervisors and teachers in this work are being offered in a few but an increasing number of educational institutions. Columbia University, New York University, the Universities of Southern California, Cincinnati, Chicago, and Detroit, and the State Normal Colleges at Buffalo, New York, and Ypsilanti, Michigan, are among those offering courses.

A few state departments of education have formulated training requirements. Where the need is urgent, teachers are sometimes prepared for this work by special reading followed by examination, or by training given to the teacher in service by the supervisor. Whatever the training, the prime objects are a knowledge of eye conditions and a flexibility of method that will insure day by day the maximum protection for each individual child.



HITTING THE BULL'S-EYE

Teachers frequently fail to interest pupils without knowing the exact reason for the failure. In this connection, a humorous paper by Dr. Howard R. Driggs, professor of English at New York University, makes a point that all teachers may well take to heart. Writing in *The Junior-Senior High School Clearing House*, he says:

"Wal, thet preacher said he hadn't anythin' perticklar on his mind to say, an' then he took a hull hour to prove it," dryly remarked Hen White last summer after a certain Sunday meeting out West.

The old sagebrush philosopher summed up in this sentence the fatal results of most preaching — and teaching too. When a person has nothing particular to say, he always says it. Rambling, disjointed, unfocused talk is one of the greatest time stealers, not only in church and in school but in business. Ability to say things worth while, to make a point clearly and crisply, is so rare as to be most refreshing. The talk of the majority of people seems to be the result of a common complaint which, for want of a better term, might be called the "talkitis."

A concerted effort needs to be made to rid our country of this contagious disease. It is a costly malady from not only the money side, but also the mental viewpoint. It both wastes time and generates lazy thinking.

Mark Twain put the essence of a good speech when he said, "a man should know what to say, how to say it, and when to quit." Mr. Dooley also touched the vital spot in speech making by this remark to Hinnissey: "When a man's got somethin' to say and don't know how to say it, he generally says it pretty well."

Our schools have been so overconcerned with the "how to say it," that they have largely neglected to help the pupil to find the "something to say" which is worth saying. Here is an instance to make concrete the point. A certain professor, visiting a language class, found an oral-composition lesson in progress. One boy was on his feet talking aimlessly away about raising corn.

"What are you trying to tell this class, my boy?" asked the visitor.

"'Bout raising corn," came the indifferent reply.

"Don't they all know how corn is raised?"

"Yes, guess so."

"Then, why take their time?"

"Well, the teacher told us to tell something about farming," said the boy defensively.

"That is a very good general subject; but can't you find topics of livelier interest in farming than 'raising corn'?"

*American Child Health Association.

"I don't know."

"Don't you think that the farmers would like to double the money they are making from their corn land," the professor suggested. "Can you tell me one way that would help them to do it?"

The boy immediately became alert. Several members of the class raised their hands. The result was a lively discussion during which various special problems on corn raising were brought into the clear: the questions of fertilization, soil preparation, choice of seed, cultivation, harvesting, marketing, feeding, all stimulated a lively interest.

Clearer purpose had been thrown into the recitation. The result was a request from the class to continue the discussion for the next day. The teacher wisely granted it, and even more wisely turned the recitation to helping each pupil find a special part to prepare for the following day's recitation.

The best prevention for aimless talking is a clear-cut assignment. Each pupil given something definite to do, is most likely to do it. The oft heard, old study direction "take the next three pages for tomorrow," is an invitation to do nothing. Assignments of this type account for most of the lazy preparation and rambling recitations in the schoolroom.

When Admiral Dewey was asked how he managed to win the battle of Manila Bay so quickly and completely, he replied laconically, "By getting a good ready." The Admiral was a "crank" on marksmanship. For fifty years he had been practicing with his men on "hitting the bull's-eye." Teachers and preachers would do well to follow the old victor's inspiring example.

HINTS FOR WRITING COMPOSITIONS

Sister M. Alberta, S.S.J., A.B.E.

The subject must be within the scope of the child's knowledge—within the scope of the child's interest—limited to prevent wandering. It is a mistake to begin composition with exposition. Emphasis must always be on *narration* and *description*. We must not teach narration one year, exposition another, and so on, but some of each kind every year, putting argument last. Do not use terms, such as "narration," "description," etc., below the eighth grade; in this grade teach definition of terms. Oral composition must precede written composition. Get children to think; expression will look out for itself. The more literature children read the better; it helps them to get a good vocabulary. Good literature is essential in teaching composition. Teach children to weave in quotations. Never let children see a picture that is not good. Have compositions frequent but short; there will be more time for criticism. Begin with the entire theme and work down to particulars. The teacher must aid the children in collecting thoughts, lead them to observe and collect material for themselves, she must not give them too much help; she must come down to the minds of the children—introduce them to more originality.

Always praise children for hard work; never make comparisons. Avoid personal criticism. Criticism must not be destructive; it must show consideration and deference. Avoid mechanical imitation but give the children the habit of unconscious imitation. Spend very little time in correcting compositions. Inspect them instantly; better throw them into the wastebasket than keep them unnoticed. Lead children to self-criticism—get them interested in correcting their own work—choose papers with good points but some faults—let a child read facing the class—be sure to find something good; then criticize—first for content, then for grammar, then for pronunciation. Children must not interrupt. They must listen—take notes; listening to others is the best ear training. Sometimes children may be allowed to read over their own compositions instead of listening to others. Give same subject to entire class. Be sure you get each child to read his outline or composition before anyone has recited twice.

Never leave a phase of work until every child has been reached. Repeat for backward children. Let pupils choose title for composition.

Title and subject are not necessarily the same. Be very particular in selecting titles. Never let children lag—the very brightest must have something to do. Never assign a subject without previously making an outline with the class. Take time in criticizing outlines. Have children write outlines. Teacher must not put outline on the board for children to copy. Outline may have to be rewritten several times. Some of the pupils may not have the outline; if so, let those pupils go to the board and write an outline assisted by teacher and pupils. If some cannot do it, just say "Those who did not have an outline may copy this and see how much of it they can remember." (Hawthorne would not have work published until he was sure it was correct.)

LEFT-HANDEDNESS IN ELEMENTARY-SCHOOL CHILDREN

A committee of teachers at Tulsa, Okla., has recently worked out a group of six principles for teaching penmanship to left-handed children.

1. If the children come to the schools left-handed, we are to discourage any change to right-handedness, and we are to encourage them to become more left-handed.

2. No reproach nor disfavor of any sort shall be attached to left-handedness.

3. Left-handed children have the same claim to attention, help, and encouragement as right-handed children.

4. Left-handed children are judged and graded by the same standard of achievement in quality and rate of handwriting as children using right hand.

5. Left-handed writers require some adjustments, as:

- a) Position of paper—Opposite from right-handed writers. Lower right corner of the paper pointing to the center of the body.
- b) Position of pen or pencil—Blunt end pointing over the left shoulder.
- c) Direction of down strokes—Toward the left elbow.
- d) Ink-bottle placement—Left side of the desk.

(If the left-handed child has already formed other habits of position, no change is advised unless the child is willing.)

6. The writing period should be a time of pleasurable activity for left-handed children, as well as for right-handed ones—an activity which brings pride in achievement and joy in the work.

STUDY OF LOCAL HISTORY

To promote pupil interest in national and world history, the study of local history is an excellent preparation. Projects, such as writing a book or history of the community, class study of the locality, illustrations, sketches, snapshots, making a scrapbook of clippings, magazines, books, etc., are bound to evoke enthusiasm and activity. Methods of presenting this live material to the class is best decided by the individual teacher or class, or both, while the content of study material will, of course, depend upon the ability and grade of the pupils.

The objectives of this novel method of history study are summarized by Anna O. Allen, in the *Bulletin of the Department of Elementary School Principals*, January, 1931:

To enable the child to value facts and to distinguish facts from opinions.

To be able to proceed to satisfy speculations that may arise in his mind.

To acquire the spirit of testing authority rather than simply giving or accepting an opinion.

To acquire careful training in observation under controlled conditions.

To fully realize that "activity leading to further activity," is the only sure sign of growth.



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SCHOOLS OF BOSTON DIOCESE REPORT SPLENDID PROGRESS

The past school year witnessed a further development in the educational efficiency of the schools of the Boston diocese, according to a report issued by the diocesan superintendent of schools on September 26. The teachers of the archdiocese were zealous in utilizing the various opportunities offered for professional training and educational advancement, and they have adopted and used whatever has been found to be sound in pedagogical theory and practice in order that they might make a greater contribution to the educational advancement of their pupils. Thoroughness of training, sound discipline, and the development of fundamental skills continued to be strongly emphasized in the classroom procedure of the schools during the year.

During the school year, special attention was given to the study of the remarkable Encyclical letter of Pope Pius XI on *Christian Education of Youth*. The letter was made the subject of special study at the teachers' institute and was read and studied at all the teachers' meetings of the novitiates and convents of the archdiocese.

During the year 1930-31, there were in operation 145 parochial schools, 2 preparatory schools for boys, 6 academies for boys, 14 academies for girls, and 14 institutional schools in the archdiocese. This made a total of 181 schools below college grade, while Boston College, Emmanuel College, and Regis College brought the number to 184.

On June 25, 1931, the closing day of the past school year, the actual membership in the parochial schools was 92,079. This was an increase of 1,379 over the enrollment for June, 1930, and of 17,666 over that of June, 1921. The actual enrollment in preparatory schools, academies, and institution schools was 6,187, and the total membership in all schools below college grade was 98,266, or an increase of 1,124 over 1929-30.

During the year, the diocesan course of study was revised, to bring the curriculum of the schools into conformity with recent progress in educational theory and practice. In June, 1931, annual printed examinations, uniform for all schools of the archdiocese, were used for the first time, for pupils of the third to the eighth grades. The parochial schools continued to place emphasis upon the protection and promotion of the health of the children. The Guild of St. Apollonia carried out a program of dental examinations and treatment, and also conducted an essay contest on the care of the teeth. During the year, physicians from the local health department examined a total of 5,161 pupils.

Personal News of Catholic Educators

☞ REV. MARY JOSEPHINE, Provincial Superior of the Hartford, Conn., Sisters of St. Joseph, celebrated, in September, her fiftieth anniversary in religion. Sister Josephine is one of the original group of four Sisters who came from England in 1885, to form the American branch of her order.

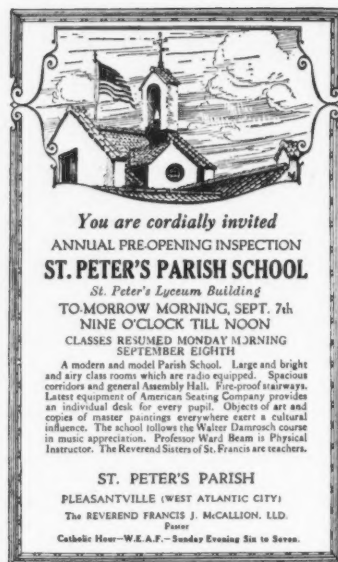
☞ VERY REV. DR. ARTHUR J. SCANLAN has been appointed president of St. Joseph's Theological Seminary at Dunwoodie, N. Y. He succeeds the late Very Rev. James T. McEntyre.

☞ SISTER MARY INNOCENCE, O.S.U., formerly principal of the St. Francis of Assisi School at Louisville, Ky., died September 17.

☞ REV. BROTHER DENNIS EDWARD, F.S.C., has been appointed president of Saint Thomas College at Scranton, Pa., succeeding Rev. Brother George Lewis, F.S.C.

☞ BROTHER E. VINCENT, recently made president of Calvert Hall College, Baltimore, Md., is a native of Baltimore, in Ireland, and came to the United States direct from Ireland to enter the Christian Brother Novitiate at Ammendale.

☞ BROTHER STEPHEN, C.S.C., who served last year as



Promoting Parish School Attendance.—The pastor of St. Peter's Parish at Pleasantville in West Atlantic City, N. J., issues each fall an attractive circular advertising the parish school. The circular is brought to the attention of all parishioners by mail and is distributed in the church vestibule

assistant principal and director of studies at Cathedral High School, Indianapolis, Ind., has been appointed principal of the Reitz Memorial High School at Evansville. BROTHER FREDERICK, C.S.C., and BROTHER ADRIAN, C.S.C., have been transferred to the Reitz Memorial High School.

☞ BROTHER ENGLISH, C.S.C., formerly at the Cathedral High School, Indianapolis, Ind., has been assigned to Sacred Heart College at Watertown, Wis.

☞ VERY REV. THOMAS F. RYAN, C.M., has been appointed president of St. John's College, Brooklyn, N. Y. Father Ryan, who succeeds Very Rev. John J. Cloonan, C.M., had formerly served as dean of the College of Arts and Sciences.

☞ BROTHER CYPRIAN, C.S.C., has retired after completing 36 years of teaching at Notre Dame University.

☞ REV. MARTIN J. BLAKE, C.M., has been appointed vice-president of Niagara University, succeeding the Rev. Arthur J. Flood, C.M., who will remain as professor.

☞ REV. FELIX N. PITT, secretary of the Catholic School Board of the diocese of Louisville, Ky., has been granted a leave of absence for the purpose of pursuing graduate study in Europe during the next two or three years. Father Pitt will devote his studies to philosophy and theology, majoring in the former subject. REV. GEORGE A. SAFFIN has been appointed in Father Pitt's place in the work of the Catholic schools of the diocese.

☞ BROTHER ZENONIAN, community consulter of Sacred Heart College, San Francisco, Calif., was recently honored by the Christian Brothers with a golden jubilee anniversary celebration.

☞ REV. DANIEL FORESTELL, of Toronto, Canada, has become principal of the Catholic Central High School, Detroit, Mich. He succeeds Rev. Father Dillon.

☞ REV. BROTHER BARSABAS FELIX, F.S.C., who died on September 11, at the age of 70, had been a Christian Brother for 55 years. Brother Felix had taught in St. John's College, Washington, D. C.; Calvert Hall College, Baltimore; LaSalle College, Philadelphia; and was director of St. Peter's School, Philadelphia, for a number of years.

(Concluded on page 21A)

(Concluded from page 18A)

☞ **MOTHER MARY LINUS**, formerly president of Webster College, Webster Groves, Mo., has been appointed superior of the Loretto High School, Louisville, Ky.

☞ **BROTHER E. VINCENT** has been named president of Calvert Hall College, Baltimore, Md., to succeed Rev. Brother F. John.

☞ **VEN. BROTHER E. ABDON**, of LaSalle Institute, Cumberland, Md., has been transferred to LaSalle College, Philadelphia, where he will act as principal of the high school and teacher of German. Brother Abdon has been succeeded as director at Cumberland by **VEN. BROTHER E. PATRICK**, formerly at the Juniorate at Ammendale, Md.

☞ **DR. HOWARD GRAY BROWNSON** has been appointed professor of sociology at St. Benedict College, Atchison, Kans., to succeed Rev. Edgar Schmiedeler. Dr. Brownsong is a graduate of the Illinois University and has pursued graduate work at the universities of Chicago and Illinois, receiving his doctor's degree from the latter.

☞ **VERY REV. JOHN NEPOMUCENCE HRUZA, O.S.B.**, has been appointed as rector of St. Vincent Seminary, Pittsburgh, Pa., to succeed the late Very Rev. Ambrose Kohlbeck, O.S.B. Father Nepomucence has been instructor in philosophy in the seminary for the past twelve years.

☞ **MOTHER M. CECILY** has been named head of the central province of the Congregation of the Holy Cross, with headquarters at St. Mary's, Notre Dame, Ind. Mother M. Bettina is the new head of the eastern province, with headquarters at Columbus, Ohio, and Mother Claudia is Mother Provincial of the western province, with headquarters at Woodland, Calif.

☞ **REV. DANIEL M. LEARY, C.M.J.C.**, has been appointed dean of arts and sciences at St. John's College, Brooklyn, N. Y. Father Leary, who is a graduate of Niagara University, the Germantown Congregation of the Mission, and the Seminary of the Vincentian Fathers, had recently been stationed at St. John's College as an instructor.

☞ **REV. BROTHER JOSEPH F. BASTA, S.M.**, recently celebrated at St. Barbara's Church, Brooklyn, N. Y., the golden jubilee of his religious profession in the Society of Mary, of Dayton.

☞ **REV. MATTHEW LEPAGE**, formerly professor of philosophy at St. John's Scholasticate, Eastview Centre, Ontario, has been appointed as superior at Montfort Apostolic College at Bay Shore, L. I., Brooklyn, N. Y. Father LePage, who completed his education with the Fathers of the Company of Mary, in Canada, was ordained in February, 1927, and received his first appointment to St. Mary's Novitiate, Nicolet, Quebec.

☞ **REV. CORNELIUS BLESSINGTON COLLINS**, formerly dean of LaSalle Academy, Providence, R. I., has assumed his duties as president of St. Paul's College, in the Winnipeg archdiocese.

☞ **VERY REV. THOMAS F. RYAN**, formerly dean of the arts and sciences department of St. John's College, Brooklyn, N. Y., has been made president of the institution for a six-year term. Father Ryan, who succeeds Very Rev. J. J. Cloonan, has been at the college for eleven years. He was appointed dean of the college of arts and sciences in 1923.

☞ **REV. FRANCIS S. BETTEN, S.J.**, professor of history at Marquette University, and author of various textbooks on history, celebrated the golden anniversary of his entrance into the Jesuit Order on September 30.

☞ **REV. GEORGE A. SAFFIN** has been appointed secretary of the Louisville diocesan school board during the absence of Rev. Felix N. Pitt, who is spending a year at Rome.

Tuition Raised at Central High School, Toledo

Because of present financial conditions, the Central Catholic High School at Toledo, Ohio, has raised the tuition rate from \$30 to \$50.



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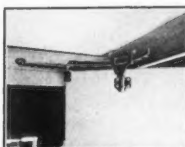
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New Books of Value to Teachers

Persuasive Speech

By Francis P. Donnelly, S.J. Cloth, 258 pp. P. J. Kenedy and Sons, New York.

In choosing the title for his book, Father Donnelly practices what he preaches; he thus makes an appeal to a wider audience than he could have attracted by using the subtitle, *An Art of Rhetoric for College*. The title, moreover, emphasizes an important feature of the book; namely, the author's attempt to restore persuasion as an element of oratory distinct from argumentation. The latter is an appeal to the *intellect*, while persuasion, the chief purpose of oratory, has the further aim of moving the *will* to action.

The chief characteristic of the book is its treatment of oratory as an art rather than a science. To this effect the author quotes St. Augustine: "Without rules of rhetoric many have become better speakers than those who learned the rules, but we have never known one who became a speaker without reading or hearing the discussions and speeches of others." The exposition of principles and statement of rules under each subhead in the various chapters are followed by a study of examples from ancient and modern orators and by exercises based on these examples. In his preface the author calls attention to the fact that the scientific theory of rhetoric, explained in his other books, is here briefly stated and purposely relegated to the last chapter.

The precepts or rules for the application of each principle, concisely formulated, are printed in italics, thus enhancing the value of the book for the student. At the end of the book are given an analysis of several outstanding examples of oratory.

Persuasive Speech should prove popular for colleges and seminaries, especially for students who are being well grounded in the classics. But many students and some teachers may wish that the author had yielded to a temptation which he says he resisted; namely, that of using more modern terms for some of the classical ones. — E. W. R.

Stories and Journeys Workbook

By Sister Mary Estelle. Paper, 64 pages. The Macmillan Company, New York City. A workbook to accompany the third reader of the Marywood Series by the same author.

Methods in Educational Research

By Frederick L. Whitney, 353 pages. Price, \$2.25. D. Appleton & Co., New York City. A handbook of methods for attacking problems in educational research. It emphasizes especially the mechanics of research.

The Elements of Classroom Supervision

By Milo B. Hillegas. Cloth, 230 pages. Laidlaw Brothers, Chicago, Ill. This book approaches the problems of classroom supervision from the administrative standpoint and suggests principles and methods whereby the supervisor can make his work more effective.

Pestalozzi

By Lewis Flint Anderson. Cloth, 283 pp. McGraw-Hill Book Co., Inc., New York.

Characteristic passages from Pestalozzi's educational writings are presented in suitable brevity.

Occupations Through Problems

By James B. Edmonson and Arthur Dondineau. Cloth, 214 pp. Macmillan, New York.

A textbook on occupations intended for study in the upper grades and the junior high school. Much of the help to pupils is given by outlining occupational problems for solution.

Teachers' Manual to Accompany Conduct Problems

(Grades 4-8.) By W. W. Charters, Mable F. Rice, and E. W. Beck. Paper, 22 pp. Macmillan, New York.

Moral education on purely a social basis.

Workbook for The Science of Everyday Life

By Edgar F. Van Buskirk and Edith L. Smith, assisted by James R. Wilson. Paper, 218 pp. Houghton Mifflin, Boston.

Objective Tests in General Science

By James R. Wilson in collaboration with Edgar F. Van Buskirk and Edith L. Smith. 24 sheets. Houghton Mifflin, Boston, Mass. A test for each chapter of *The Science of Everyday Life* on a separate sheet.

You and Your Work

By I. D. Cohen and R. A. Flinn. Cloth, 209 pages. Published by D. Appleton and Company, New York City.

Occupational guidance for children at the junior-high-school level. Educational preparation for occupations, personal qualifications for particular types of work, and natural virtues necessary for progress are emphasized.

Happy Times Workbook

By Sister Mary Estelle. Paper, 64 pages. The Macmillan Company, New York City. A workbook to accompany the second reader of the Marywood Series.

Prayer Book for Catholics

By Rev. Placid Schmid. 580 pages. Published by L. N. Daleiden & Co., Chicago, Ill.

This comprehensive book of general prayers is intended for adults and mature young people. A special feature is the inclusion of a series of leaflets containing the special prayers to be said on each of the Sundays and holydays of obligation of the church year.

The Art of the Teacher

By P. F. Valentine. Cloth, 300 pages. Price, \$2. D. Appleton and Company, New York City.

This series of essays for teachers discusses education as an art and the work of the teacher as a creative art of fundamental importance for social and individual growth.

(Continued on page 24A)



Round the World with Books is the Theme of the 1931 Children's Book Week, November, 15-21

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(Continued from page 22A)

Heroes of the Trail

By James Louis Small. Cloth, 140 pp., illustrated. Bruce Publishing Co., Milwaukee, Wis.

Early missionaries of the Church in America are presented with pictorial vividness in this attractive volume, to be used as a supplement for reading or American-history courses in Catholic elementary schools. The child who reads these fourteen chapters, each devoted to the story of one intrepid pioneer, will gain a fuller realization of the price paid by Le Jeune, Isaac Jogues, Allouez, Marquette, John Carroll, Fenwick, De Smet, Junipero Serra, and others of the early band who brought the Faith to our shores. Thought-provoking questions follow each chapter, while a bibliography and pronouncing list aid both teacher and pupil. The language throughout is in simple narrative style. — A. J. N.

The Heart of the Fathers

By Rev. Michael Andrew Chapman. Cloth, 371 pages. B. Herder Book Co., St. Louis.

This is a series of brief sermons on the Sunday Gospels, based on points taken from the patristic homilies of the third nocturn. The author does not indicate whether the volume is meant as an aid to preachers, or as spiritual reading for lay folks: it is adapted for either end; the clear and logical construction of the sermons fitting them for outline purposes, and their apt and pointed lessons making splendid reading as well. The work will serve admirably to make the Sunday Gospel readings more clear and more practical for daily life. — A. C.

The Mass

By Rev. S. Czerniejewski. Cloth, 111 pages. B. Herder Book Co., St. Louis.

An attractive explanation of the Mass for pupils of the upper grades of the grammar school, and of the junior high school. The book is well done without too much of the textbook style. The explanations of the various parts of the Mass are comprehensive and clear. In some places, however, the language has not been carefully adapted to the understanding of grade-school pupils. A few more illustrations, also, might add to the value of the book. Despite these objections, however, the book remains a splendid text for teaching the Mass. — A. C.

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A series of five books for grades and high school. Various

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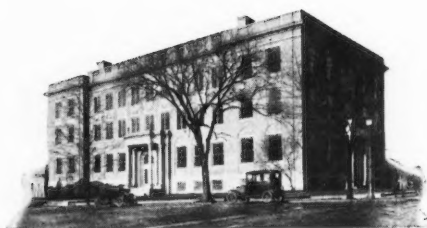
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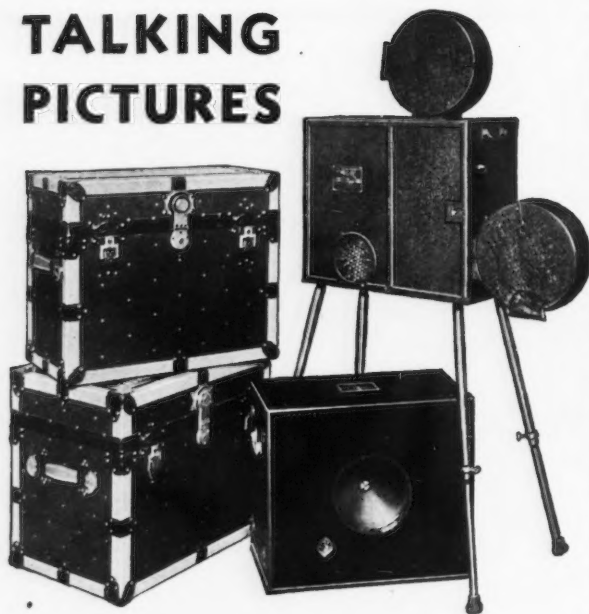
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